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ABSTRACT

This report addresses the question of what knowledge and skills should be taught to citizens whose judgement is the ultimate source of policy in a democratic nation. The report recommends the adoption of new goals for school programs, changes in curriculum offerings and in teacher education, creation of curriculum development centers, greater cooperation among schools and universities, and increased support and cooperation from the private sector. The report further recommends that every subject area in primary and secondary schools be approached from a global perspective, and that four curricular areas be emphasized: (1) an understanding of the world as a series of interrelated systems, (2) increased attention to the development of world civilizations as they relate to the history of the United States, (3) greater attention to diversity of cultural patterns, and (4) more training in domestic and international policy analysis. To initiate a global studies program, school districts and states should emphasize existing goals pertaining to citizenship education and global understanding and teachers should be involved in the planning and implementation of the process. Finally, the report outlines a scope and sequence of courses leading to global awareness by students and recommends appropriate materials for the courses. Appendixes include a summary of recommendations of related reports, some statistical data on interdependence, an outline of the kinds of global education courses offered or required in selected states, a selected materials list, and a list of relevant curriculum development centers. (SM)

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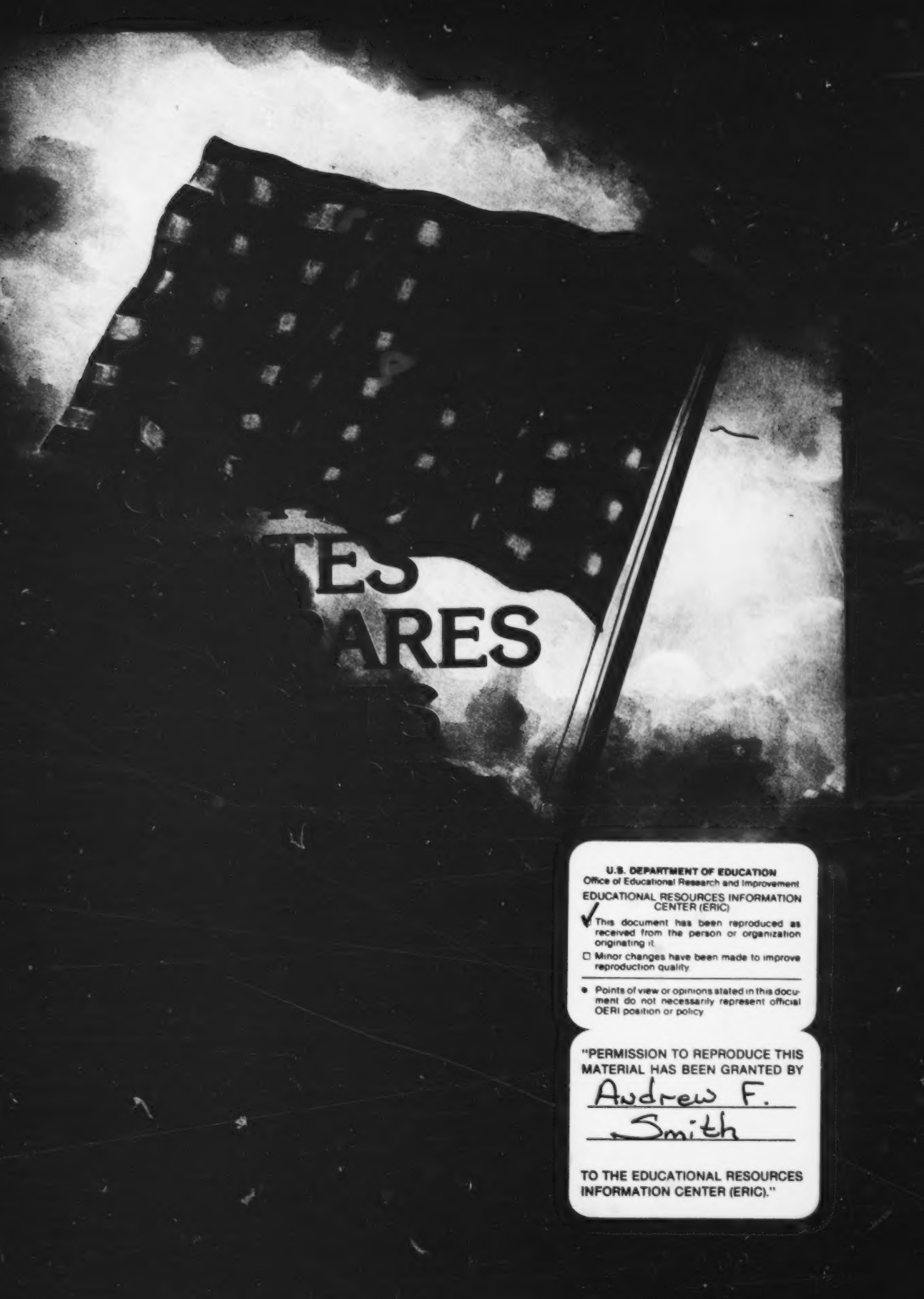

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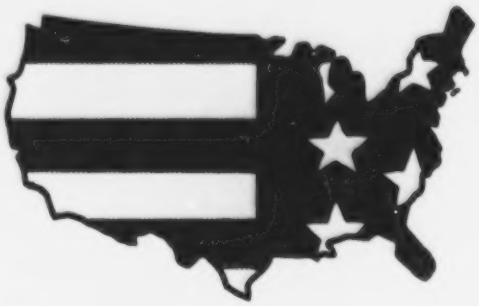
THE UNITED STATES PREPARES FOR ITS FUTURE:
GLOBAL PERSPECTIVES IN EDUCATION



REPORT OF THE STUDY COMMISSION ON GLOBAL EDUCATION

The Study Commission gratefully acknowledges the support of the Rockefeller Foundation which made publication of this report possible.

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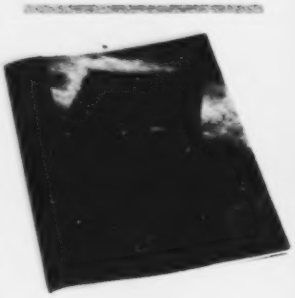
Robert W. Gilmore

Dedicated to Robert W. Gilmore
who initiated Global Perspectives in Education
and was its guiding spirit during its formative period.

EXECUTIVE SUMMARY



This report is concerned with the content of the curriculum in elementary and secondary schools to reflect the new situation of the United States as the most influential economic and political power in a fast-changing world. Two of the greatest changes affecting the nation today are (1) the increasing internationalization of the world; the growing interrelationships among nations and peoples along economic, political, and cultural lines; and (2) the increasing diversification of the nation's population along racial, ethnic, and cultural lines. This report addresses the question of what knowledge and skills students should now additionally have as prospective citizens of a democratic nation in order to function most effectively in our changing nation within a changing world. A majority of the fifty states already require some minimum content in the area of global perspectives in education as a recognition of these changing circumstances and others may be expected to follow. We recommend, in particular, that four curricular areas be emphasized:

- A better understanding of the world as a series of interrelated systems: physical, biological, economic, political, and informational-evaluative.
- More attention to the development of world civilizations as they relate to the history of the United States.
- Greater attention to the diversity of cultural patterns both around the world and within the United States.
- More training in policy analysis both of domestic and international issues.

The purpose of these curricular emphases is to assist Americans to understand better and to participate more effectively in the world of the present and of the future.

We make specific policy recommendations in eight areas. Briefly stated, they are:

1. States and local school districts should highlight in their policy directives existing goals pertaining to citizenship education and to global understanding. Studies of state and district documents reveal that many states already have goals for students that, if implemented, would provide a basis for citizenship education and global awareness.
2. States and school districts should implement these goals as part of a long-term developmental plan. Gradual development and introduction of a global perspective in schools, along with wide participation and consultation, provide opportunities for preparation of improved teaching materials, for accumulation of experience with interactive teaching methods, for advancing public recognition of the importance of a global perspective, and for improvement in teacher education.
3. Teacher involvement in the planning and implementation process is essential. Teachers need adequate freedom to select teaching materials and to determine teaching methods, and they should be given adequate working time for preparation.
4. While programs and curricular design should be a matter for state and local determination, we believe that schools should provide a program of studies that includes:

   At the elementary level:
   - examination of a variety of cultures, present and past, at home and abroad;
   - knowledge of the basic values expressed in our nation's political and economic institutions and their place in world history and experience;
   - acquaintance with the history, art, and literature of our own and other cultures;
   - communications skills, including appreciation for languages other than English.

- knowledge of basic physical and cultural geography;
- introduction to basic concepts of social studies, such as interdependence, conflict, context, and multiple perspectives;
- practice in social interaction skills;
- activities that increase awareness of beliefs and values.

At the secondary level:

- study of the heritage of western and other world civilizations;
- in-depth study of at least two other cultures, including a non-European culture, in addition to that of the United States;
- continuing study of the physical and cultural geography of the world, and advanced study of the world as a physical system and as a biological system;
- acquaintance with the basic facts and concepts of our own economy and of global economics;
- study of, and experience with the processes of U.S. governmental structures and processes;
- study of comparative political systems; of systems of communication and their impact; of comparative systems of political and moral evaluation;
- study of the skills of public policy formation and experience in analysis of important policy issues;
- study of language, especially English.

5. Teachers should bring to the classroom from their collegiate experiences a broad but integrated education that encourages curiosity about connections among the classroom, the school, and the world at large.
6. School/college/community partnerships should be encouraged in teacher education and in the development of global awareness materials for classroom use.
7. States should support curriculum development and design centers. Evaluation of curricular materials produced should be undertaken to determine their effectiveness in increasing knowledge, fostering global awareness and stimulating analytical and integrative thinking skills among educators and students.
8. Private sector organizations, especially philanthropic foundations, should support development of curricular materials, organization of school/college consortia for global education, conferences of educators to discuss global perspectives curricula, and program evaluation projects.

We realize the heavy burdens that are already placed upon the curriculum. We fully endorse an emphasis on better instruction in basic verbal and numerical skills. We endorse an emphasis on better coping skills, on better vocational skills, and above all, we endorse efforts to retain students in high school to the point of graduation. These emphases are compatible with global education. They go hand in hand, and, infused with a global perspective, these activities will better prepare students for the world in which they will work and live. ■

PREFACE

Report of the Study Commission on Global Education

By Clark Kerr

The members of the Study Commission on Global Education wish to thank all those who have given generously of their time and knowledge as we have considered the directions that global education might take in the coming years. Staff and Commission members have met with and interviewed a number of policy makers and educators, including state and national leaders as well as a number of classroom teachers and curriculum developers. We especially wish to thank Robert Freeman, President of Global Educators and one of the founders of the Bay Area Global Education Program, for his detailed and helpful comments on several drafts of this report.

We wish to acknowledge gratefully the financial support of the Exxon Education Foundation, The Ford Foundation, and the Rockefeller Foundation.

The staff of Global Perspectives in Education, Inc., and particularly its President, Andrew F. Smith, have provided support and advice throughout the life of the Commission. We also wish to thank the Commission's co-directors: Marian L. Gade, Willard Kniep, and Franklin Wallin. Maureen Kawaoka has provided administrative and secretarial assistance to the Chairman with her usual great skill and care. Harlan Cleveland, Chairman of GPE, Inc., has served as an ex officio member of the Commission and has also contributed one of the three supporting papers that supplement our report. We also wish to thank John Goodlad and Willard Kniep for their supplementary papers.

We trust that this report will generate discussion at school, district, state board, and association levels, and that its central theme of education for United States citizenship in an interdependent world will serve as a guide for educators and policy makers.

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FOREWORD

By Harlan Cleveland

A dozen years ago, quite a number of pioneers were working in isolation on a simple, fundamental idea: that everything learned in our schools, from kindergarten through high school and beyond, can and therefore should be learned "in global perspective." They were pioneering in the public schools of Indiana and New Mexico and Minnesota, in New York City and the Bay Area of California, and beyond these organized efforts thousands of teachers and school administrators were sprouting innovation in schools and colleges throughout the land.

But teaching and learning "in global perspective" was still exotic doctrine, threatening the orthodoxies of those who still thought of American citizenship as an amalgam of American history, American geography, American lifestyles and American ideas.

A dozen years ago a national organization was formed to encourage these pioneers, codify their learnings and provide a continuous flow of suggestions as to how any course of study, from kindergarten to college, from science and mathematics to social studies and the humanities, could be framed in the wider, international perspective which citizens of a world power were evidently going to need. This organization was, and is, Global Perspectives in Education, Inc., headquartered in New York City but connected through an active network (developing now into a national computer teleconference) with a burgeoning crowd of pioneers in international education.

Somehow, in the dozen years just past, the once exotic notion has spread. It now seems almost conventional to speak of American citizenship in the same breath with international interdependence, world-wide competition, and the planetary environment. "Global perspectives in education" now provokes mostly the reaction with which we customarily greet yesterday's flashes of insights that are on their way to becoming tomorrow's platitudes: So what else is new?

It was to think hard about this question — what else should be new? — that the board of directors of Global Perspectives in Education, Inc., last year asked Clark Kerr to assemble a national study commission on the future of global education. Dr. Kerr, a former president of the University of California and the founding chairman of Global Perspectives in Education, has been leaning toward the future all his life. It seemed quite natural that he should be the one to ask and try to answer the question with which, at its outset, I summarized the Kerr Commission's mandate: "What are we going to do for an encore?"

The lively minds that agreed to take part in this inquiry are listed elsewhere in this report. Their imagination and their energy, their deep concern with the state of the nation and their compelling interest in education reform, made an exciting adventure out of what could have been just another study commission.

The commissioners not only generated a spate of images and ideas about the education of future American citizens in a world that is thoroughly round and fully-packed, but they asked three people who had long been concerned with global education to set down during the summer of 1986, from their own study and experience, their own sense of our educational future.

As one of those the Kerr Commission asked thus to bare their souls, I can testify to the complexity and also the excitement of the task the commission set for itself and for its consultants. The infrastructure which the three of us provided for the Study Commission's work was published last fall in *Social Education*, the journal of the National Council for Social Studies. Willard Kniep of Global Perspectives in Education, Inc., served as guest editor and contributed the article on "Defining a Global Education by its Content." John Goodlad, the nation's premier practitioner of educational research and author of the path-breaking book *A Place Called School*, wrote an insightful paper on "The Learner at the World's Center." My contribution focused on the global context for a new kind of education; it is called "The World We're Preparing Our Schoolchildren For."

The Study Commission was fortunate to have the editorial services of Marian Gade, a longtime associate of Clark Kerr in the days when he was presiding over the remarkable series of Carnegie Reports on higher education. Drafting and redrafting a report to represent the consensus of 15 strong-minded Commission members is one of the world's most taxing diplomatic assignments. The quality of the resulting report owes much to the editorial diplomacy of Marian Gade.

I am especially grateful to Clark Kerr for undertaking this assignment when by rights he could have rested on his ample laurels, without exposing himself once again to the critique of those who have studied less thoroughly and considered less reflectively the future of American education. For a generation or more, Clark Kerr has been a national asset; without him, U.S. education in schools and universities alike would have been less international, less future-oriented, less able to cope with the multiple revolutions of the fast-paced and gloriously diverse world in which today's American schoolchildren will soon become tomorrow's policy-making citizens. ■

THE UNITED STATES PREPARES FOR ITS FUTURE

The United States as a nation is committed to participating in and giving leadership to the world of the future, in cooperation with other nations. This commitment to world participation is evident in the actions of the President and the Congress of the United States as public policies are formed in economics, politics, human rights, ecology, scientific research, and national security, among others. President Reagan has said that we, as a nation, are in a "race to the future"[1]; and much of that future has international dimensions. Leaders throughout the nation are aware that this is true: for example, the governors of forty-nine states have visited Japan in the last few years.[2] Recognition of the international dimensions of the future is also clear from the actions of Americans in their daily lives, as citizens and as producers and consumers. They know very well that they are involved in an increasingly inter-related world.

. . . we, as a nation are in a "race to the future" . . .

A continuing and expanding leadership and participatory role for the United States, and its individual citizens, in world affairs will require many adjustments by all elements in our society. In the area of education, there is a long way to go.

The National Commission on Excellence in Education stated that: "Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. . . . We report to the American people that, while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people."[3]

The Carnegie Task Force on Teaching as a Profession declared that it is necessary to "rebuild" our educational system to meet these risks and challenges: "If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively into the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. The American mass education system, designed in the early part of the century for a mass-production economy, will not succeed unless it not only raises but redefines the essential standards of excellence and strives to make quality and equality of opportunity compatible with each other."[4]

1. "The State of the Union," Address delivered before a joint session of the Congress by Ronald Reagan, President of the United States, February 4, 1986, in *Weekly Compilation of Presidential Documents*, vol. 22, no. 6, Washington, D.C.: U.S. Government Printing Office, Feb. 10, 1986, p. 136.
2. Lamar Alexander, "Chairman's Summary," in *Time for Results: The Governors' 1991 Report on Education*, Washington, D.C.: National Governors' Association, 1986, p. 5.
3. The National Commission on Excellence in Education, David Pierpont Gardner, Chair., *A Nation at Risk: The Imperative for Educational Reform*, Washington, D.C.: U.S. Government Printing Office, April 1983, p. 5.
4. Task Force on Teaching as a Profession, *A Nation Prepared: Teachers for the 21st Century*, Lewis M. Branscomb, Chairman, New York: Carnegie Forum on Education and the Economy, May 1986, p. 21.

The three major evening network news broadcasts (ABC, CBS, NBC) each devote over half of their time to items with international dimensions; one (ABC) devotes over two-thirds of its time.[5] Yet one study found listeners able to understand the major points of only one-third of the items to which they listened.[6] This is a dramatic commentary on how far our actual national concerns have outrun the performance of our educational and informational systems.

It has been the purpose of this Commission to study, recommend, and encourage ways to produce more effective citizens of the United States, a United States that has to live in an increasingly international world. As citizens, Americans select their leaders and express their views on major issues, and most issues of public policy now have both domestic and international components. Our aim is to encourage the schools, at all educational levels, to help citizens of the United States, and thus their nation, become more effective participants in the journey into the future: to give them the knowledge and skills to arrive at informed judgments, to strengthen their commitment to democratic values and processes, and to make it even more possible for them to participate responsibly in the world in which they live. This report is a first attempt to outline what students need to know to function as citizens of the United States as an independent nation in an interdependent world.

There is a strong connection between citizenship education, as a traditional and essential component of education in the United States, and a global perspective in that education. By a global perspective, we mean that effective citizens must have knowledge and understanding of the world beyond our borders — its peoples, nations, cultures, systems, and problems; knowledge of how the world affects us; and knowledge of how we affect the world.[7] The increasing internationalization of society and interdependence among peoples and nations brings a new dimension to the citizen role and places a special responsibility upon our educational institutions to develop citizens able to function effectively in that world.

We concentrate in this report on the knowledge and skills that citizens of the United States need to make public judgments and to participate in public policy decisions. At the same time, we fully recognize that the line between our public and private lives is not a clear one. Many of the policy decisions that most affect us as workers and consumers are made in the economic arena by multinational corporations or other organizations outside the governmental apparatus. Additionally, we fully recognize that the culture in which we are immersed is conditioned by the fact that we are a nation of immigrants, rich in musical, artistic, and linguistic contributions from all over the world. And no major event occurs anywhere around the globe that does not personally touch some group of families in the United States, whether it is an earthquake in Mexico, a famine in East Africa, a nuclear accident in the USSR, or a revolution in Iran. Other reports have pointed out the necessity for education to contribute knowledge of and effective responses to international economic

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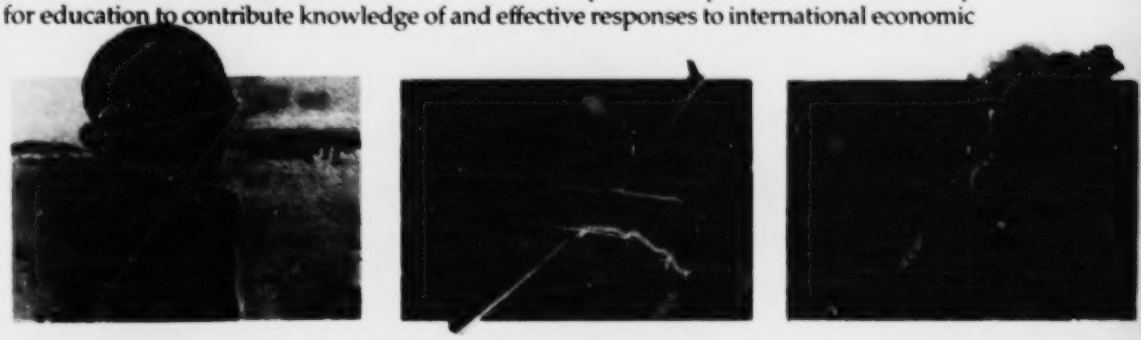

5. Alex S. Jones, "The Anchors," *The New York Times Magazine*, July 27, 1986, pp. 16 and 23.
6. "On the average, American respondents understood the major point of 4.6 out of the average 14 news stories per week" upon which they were tested. John P. Robinson, Mark R. Levy, et al. *The Main Source: Learning from Television News*, Beverly Hills: Sage Publications, 1986, p. 92.
7. For a more detailed definition, see Robert G. Hanvey, *An Attainable Global Perspective*, New York: Global Perspectives in Education, Inc., 1982 (first published 1976).

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competition, to advance the teaching of foreign languages so that Americans can participate more effectively in the world's business and culture, and reflect the importance of the arts as a basis for cross-cultural understanding. We fully support these efforts.[8] (See Appendix A.)

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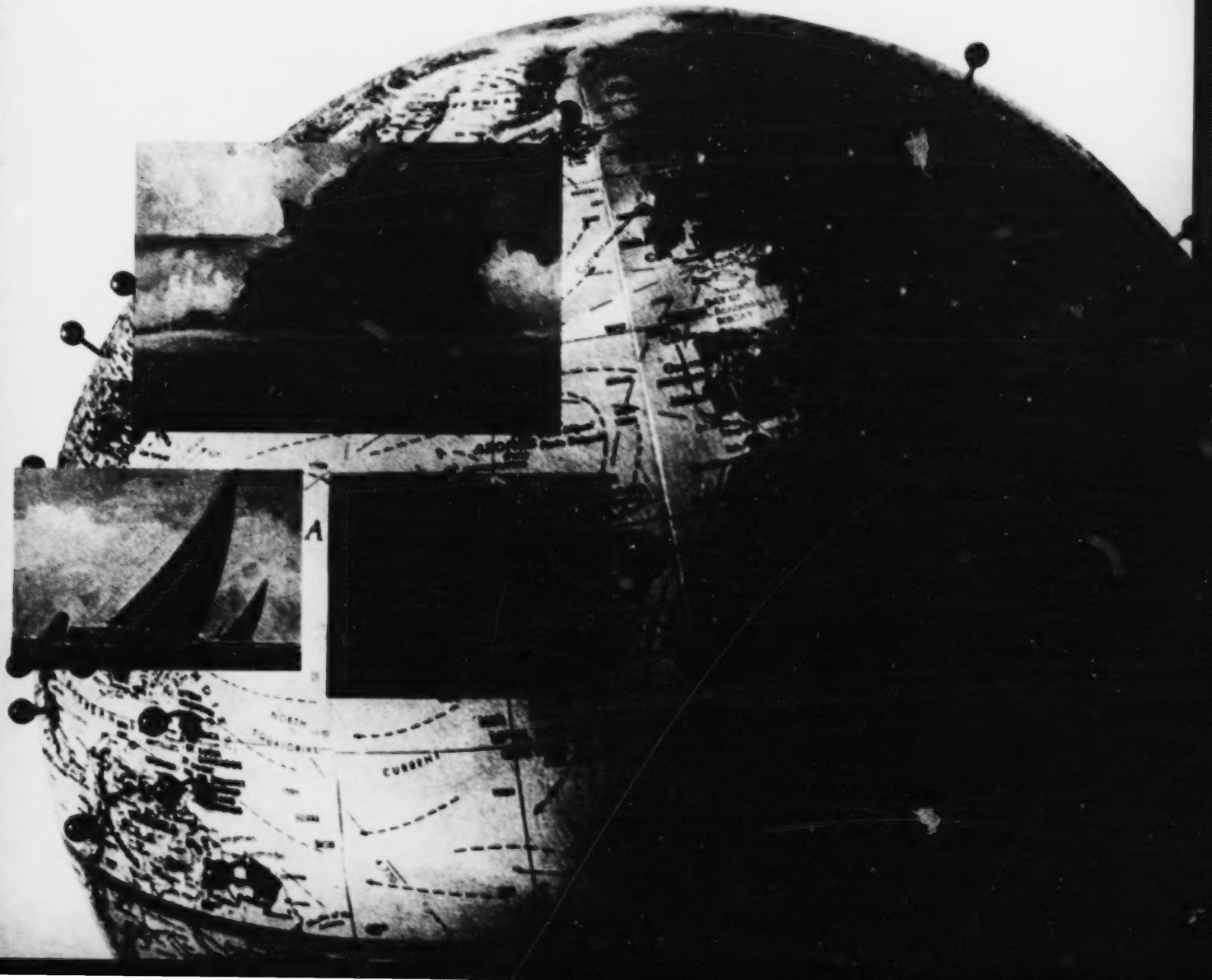
8. Other reports have made recommendations in these areas. In particular, The President's Commission on Foreign Language and International Studies, James A. Perkins, Chairman, recommended more competent and widespread teaching of foreign languages at both the school and college level as well as on-going federal support for such efforts. In addition, the Commission recommended strengthening international studies at all levels. See *Strength Through Wisdom: A Critique of U.S. Capability, A Report to the President from the President's Commission on Foreign Language and International Studies*, Washington, D.C.: U.S. Government Printing Office, November 1979.

   The Rockefeller Foundation's Commission on the Humanities supported the efforts of educational, artistic, and cultural organizations in cross-cultural understanding, especially through the arts and humanities. *The Humanities in American Life, Report of the Commission on the Humanities*, Richard Lyman, Chair, Berkeley: University of California Press, 1980.

   The Council on Learning's Task Force on Education and the World View dealt principally with the college undergraduate level, recommending "the infusion of international dimensions into every major college course of study" as well as "revival" of foreign language instruction. *Task Force Statement on Education and the World View*, George W. Bonham, Chairman, New Rochelle, NY: Council on Learning, June 1, 1981, p. 2.



OUR ASSUMPTIONS

Our central assumptions are the following:

1. The United States is a democracy with world-wide responsibilities and connections. The world is changing, and so also is the role of the United States within it. "Interdependence" is not an opinion or a political statement but a demonstrable fact.
2. Within our democracy the judgments of citizens are the ultimate source of policy and of action. And at all times in our history these judgments have provided not only legitimation for decisions made by leaders but have frequently led the leaders.
3. The judgments made will be wiser as citizens are better informed. Too often, in world history, knowledge has been available only to those who held power, or the knowledge available to those in positions of power has been inadequate, or their advisors have told them only what they wanted to hear, and grave mistakes have been made. Thomas Jefferson noted: "Every government degenerates when trusted to the rulers of the people alone. The people themselves are its only safe depositories."[9] But "Power To The People" is not a good slogan unless there is also "Knowledge To The People" to go along with the power.
4. Participation in the public's business should be a privilege and a "joy" as well as an obligation in a democracy, but that will only be true as citizens feel competent and knowledgeable in their public roles. As Robert Bellah and his associates recently found, as they interviewed people across the United States, ". . . two of the most basic components of a good life are success in one's work and the joy that comes from serving one's community."[10] Alexis de Tocqueville observed as early as 1835 that "if an American were condemned to confine his activity to his own affairs, he would be robbed of one half of his existence"; the other half consists of "the interests of the community."[11]
5. The formal education system is one of the most effective means for assisting the process of learning how to participate in policy analysis and formation. Academic and informational knowledge can be brought to bear on the formation of judgment by citizens, thus constituting a great contribution by the educational and informational systems to the whole society. ■

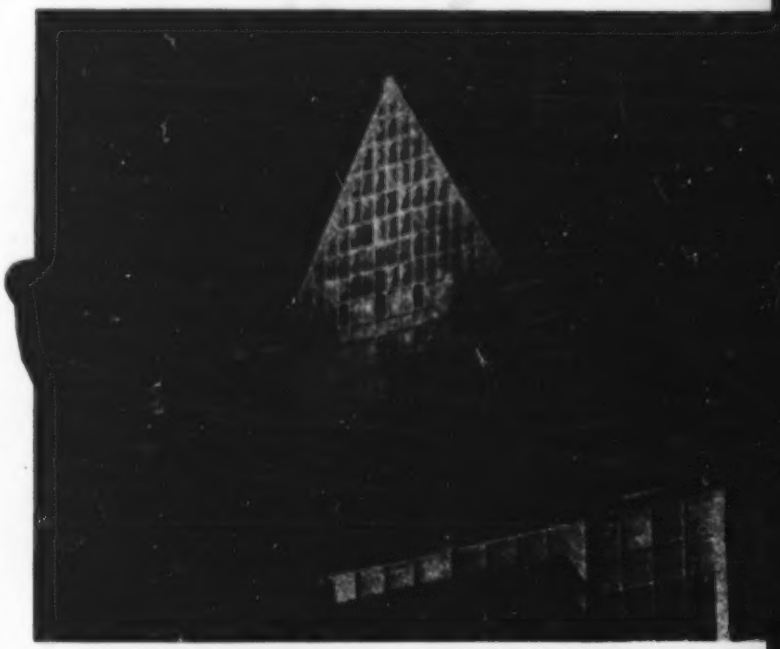
. . . "Interdependence" is not an opinion or a political statement but a demonstrable fact . . .

9. Thomas Jefferson, *Notes on the State of Virginia*, 1785.
10. Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton, *Habits of the Heart: Individualism and Commitment in American Life*, Berkeley, CA: University of California Press, 1985, p. 196.
11. Alexis de Tocqueville, *Democracy in America*, vol. 1, ch. XIV, New Rochelle, NY: Arlington House, p. 241 (originally published 1835).

CHALLENGES OF THE FUTURE

Looking ahead no farther than the next turn of the century, the world of the future will bring a number of dangers and challenges, many of which are also opportunities:

- More cooperation among peoples and nations, as in keeping the peace; protecting the environment in a changing global climate; and helping to improve the quality of life in less developed countries.
- More competition among nations, as in the quality and cost of products on the international market. John Naisbitt has identified, as one of the ten "megatrends" affecting our lives, the move "from a national economy to a world economy."[12]
- More confrontation, as in the high levels of hostility generated by conflict with ideologies and organizations directly opposed to the values of societies such as our own; as in supporting the struggle for human rights around the world; and as in reducing threats to world stability.
- More individual involvement, as in absorbing the news of world events; as in private travel abroad; as in employment and service abroad. (See Appendix B.)



Overall, the need for cooperation becomes greater, the competition more fierce, the confrontation potentially more deadly, and the contacts among peoples more intimate than ever before. Each of these forces is in the process of creating a new world situation that is as much a distinctive break from the past as the geographical discoveries around 1500 were with what went before. Then, contact was made among peoples and civilizations all around the world; now, these contacts have been greatly intensified with the new means of transportation and of communications, and of waging warfare. The new situation is a deadly serious one, particularly in the area of confrontation of the democracies with totalitarian systems based on political ideology or on fanatical religious beliefs.

. . . the need for cooperation becomes greater, . . . with the new means of transportation and communications, and of waging warfare. The new situation is a deadly serious one, . . .

In order to meet these challenges and take advantage of the opportunities they offer, many adjustments in our present life are required:

- By the federal government in its economic, social, and national security policies dealing with trade, totalitarianism of the left and the right, terrorism, and the uses of nuclear energy, among others.
- By state and local governments in their recognition that international events and policies, especially economic and ecological events and policies, have direct impacts upon their communities.

12. John Naisbitt, *Megatrends: Ten New Directions Transforming Our Lives*, New York: Warner Books, 1982, p. 53.

- By industry, in its competitive efforts. As the National Commission on Excellence in Education noted, "The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors."[13]
- By trade unions and management working together to increase productivity and the quality of working life.
- By individuals in the labor force improving their skills, productivity, and the quality of work. The Carnegie report on improving teaching noted that the world economy is "in the midst of a profound transformation, one that demands a new understanding of the educational standards necessary to create the kind of high-wage work force that can compete in a global economy."[14]
- By nongovernmental organizations (voluntary organizations including particularly the churches) which are on the front line in meeting the challenges of an increasingly multi-cultural, multi-racial, multi-ethnic, and mobile U.S. population. (See Appendix C.)
- By citizens improving their knowledge about and understanding of world events, and in reaffirming their commitment to wise participation in the public's business.

"We live among determined, well-educated, and strongly motivated competitors."

The United States' educational system undergirds all of the above. Meeting the challenges of the future effectively is based on the power and capacity of human minds in managing the diversity of our world, and in influencing policy makers, public and private.■

13. The National Commission on Excellence in Education, op. cit., p. 6.
14. Task Force on Teaching as a Profession, op. cit., p. 11.

ROLES OF THE EDUCATIONAL SYSTEM

The educational system in the United States will be expected to meet a number of intensified demands and challenges, for Americans have traditionally turned to their schools to improve skills, develop attitudes, and provide knowledge to solve new problems. Schools provide much of the basic learning people need in order to participate in what John Goodlad calls "the human conversation," a metaphor for what humans feel, think, do, and express.[15] This "conversation" has both a personal and a public role. The personal role is concerned with cultural literacy, that core of basic skills and knowledge that provides a basis for individual moral development as well as for communication among individuals. The public role is integral to the "office of citizen" in which people are expected to consider, analyze, and then act upon issues of public policy, and very few issues of public policy today do not have an international or global component.

. . . Schools should emphasize . . . effective citizenship in the modern world . . .

Schools are not fully responding to the increasingly demanding tasks of educating for citizenship, nor are they fully recognizing the global demands upon U.S. citizens in the education they offer. The problem is not so much that schools have been changed, or declined, as that the world has changed and has become a more difficult place in which to live. Frank Newman has observed, "If there is a crisis in education in the United States today, it is less that test scores have declined than it is that we have failed to provide the education for citizenship that is still the most significant responsibility of the nation's schools and colleges."[16]

Schools should emphasize the substantive knowledge and the analytical and participative skills that provide a basis for effective citizenship in the modern world, but they cannot do so alone. Support for efforts at the school site must emanate from both state and local boards of education, and from the communities the schools serve. At the same time it is essential to provide flexibility for teachers and school site administrators to adapt general curricular themes to the needs of particular schools and students.

We identify four basic themes for educational programs designed to foster a more adequate global perspective in our future citizens:

I. **Analyses of the world as a series of interrelated systems.** Students should understand the vast interdependent nature of the world in terms of its physical, biological, economic, political, and communication and evaluative systems which Kenneth Boulding has described so well.
   1. The physical system — the shape of land masses and their movement, the indications of instability such as volcanoes, the circulation of air and water around the world, the origin and diversity of climates, and other features, such as the geopolitical importance of resources, strategic placement, and proximity to hostile powers.
   2. The biological system — the aggregate of all living things on earth and their habitats, ecosystems, and relationships, including particularly the human species.
   3. The economic system — that part of a larger world social system that deals with the world of work, with the processes of production, with exchange, and with consumption.

15. John I. Goodlad, "The Learner at the World's Center," essay prepared for the Study Commission on Global Education, *Social Education*, vol. 50, no. 6 (October 1986), p. 424.
16. Frank Newman, *Higher Education and the American Resurgence*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1985, p. 31.
17. Kenneth E. Boulding, *The World as a Total System*. Beverly Hills: Sage Publications, 1985.

4. The political system — concepts of states, sovereignty, legitimacy, leadership, power, and authority, and how decisions are made in different kinds of political regimes, such as totalitarian, authoritarian, and democratic. Governments are, of course, a basic part of the political system, but as Boulding notes, "All human organizations have a political aspect to them — even the family. . . ."[18]
5. The communication and evaluative systems — language and other forms of communication, such as the arts, including the new technological means for instant communication of information and problems around the world.[19] There is a world-wide flow of information that does not obey the economic rules of scarcity, secrecy, ownership, or monopoly; rather, it is based upon sharing. The communications revolution has contributed largely to the new interconnectedness of our world. The United States is now the main center of the world-wide system of knowledge production and information exchange. With information goes evaluation, and this requires some understanding of how people in different nations and from different cultures evaluate the information they receive and form opinions.

All human organizations have a political aspect to them — even the family . . .

II. **Perspectives on the development of modern civilization.** Students should have a basic knowledge of the history of the world, of the development of major world civilizations, including, particularly, knowledge of the United States as one of history's great experiments with individual freedom and political democracy. Students should also understand the geographical factors that have encouraged or hindered the development of civilizations.

An historical perspective enables people to place themselves in a temporal sequence that has a future and a past, and in a particular location geographically. Without a general sense of time and place, it is difficult to understand who you are or where you are in the long train of events that make up human history. Without it, one may become a prisoner of the present and the proximate.

1. Students should be able to identify and apply universal ideas or concepts such as culture, nationalism, technology, justice, and equality, using information and analyses drawn from history, other social sciences, the humanities, and other disciplines.
2. Through a study of other times and places, students should increase their ability to understand what motivates others and to deal constructively with diversity and ambiguity. Humanity as a whole has a history, as William McNeill puts it, "which historians may hope to understand just as firmly as they can comprehend what unites any lesser group. Instead of enhancing conflicts, as parochial historiography inevitably does, an intelligible world history might be expected to diminish the lethality of group encounters by cultivating a sense of individual identification with the triumphs and tribulations of humanity as a whole."[20]
3. Students should examine and be able to account for change through time. "All is flux," as Heraclitus noted 2,500 years ago. Change is the one unchanging fact of life, and various theories have been proposed to explain how historical and cultural change takes place. Students should be familiar with the most important of these. For example, McNeill holds that it is the contacts across civilizational borders that account for most major change: "For whenever a person encounters something curious and new, and especially when the novelty also appears to be superior to what had been familiar before, the only

18. Ibid, p. 119.
19. See Harlan Cleveland's essay prepared for the Study Commission on Global Education, "The World We're Preparing Our Schoolchildren For," *Social Education*, vol. 50, no. 6 (October 1986), pp. 416-423. For a more detailed discussion, see Cleveland, *The Knowledge Executive: Leadership in an Information Society*, New York: E.P. Dutton, 1985.
20. William H. McNeill, *Mythistory and Other Essays*, Chicago: University of Chicago Press, 1986, p. 16.

intelligent response is to do something about it. One may try to appropriate the new thing and make it one's own by learning how to make and use it. . . . One can try to disregard the offending persons and things, and hope they will not come again; or seek to drive them away by force. But to exclude a genuinely attractive novelty usually calls for strengthening local skills and institutions."[21] Contacts at the borders, and through migration and travel, in this view, force civilizations either to change internally, to resist external challenges, or to adopt or adapt the new thing.

III. **Cultural understanding.** Students should be able to understand their own and other cultures.

1. Students should have a thorough knowledge and understanding of American society: its culture, its history and its background in foreign histories; its structure of government and particularly the principles and values underlying the Constitution of the United States and the Bill of Rights. They should be able to comprehend American economic values and institutions, to understand cultural values that inform the arts, literature, and religion, and to appreciate the implications for our democratic way of life of the changing composition of the population by race, age, ethnic, cultural, social and economic groupings. Each person participates in a number of subcultures: is a member of a family, has a religious background, is rich or poor, speaks a primary language, and is a member of a variety of organizations. The school itself is a practical example of diversity in cultures and values and can serve as a model for students examining these issues. This is particularly true of schools in the nation's metropolitan areas.

The Constitution

We the People

Article. I.

2. Students should study cultural systems world-wide and understand the diversity of values found among different individuals and groupings of persons around the world, including those that have come to, or been brought to, the United States.
3. Students at all levels and ages should be able to understand how different values and cultural patterns are different responses to common needs. Students need to become aware of their own unique personal perspective that is not shared in its entirety with anyone else, and to appreciate that others' perspectives may also have validity. They also need to understand the unique American culture of which they are a part that has developed its own responses to universal needs. Examining how different people and cultures respond to common problems under different circumstances should lead students to understand and appreciate diversity.

21. Ibid, p. 75.

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4. Students should be able to describe universal human values, such as those outlined in the Universal Declaration of Human Rights. These include, for example, the "right to life, liberty and the security of person"; the right to be free from "torture or . . . cruel, inhuman or degrading treatment or punishment"; the "right to work;" the "right to a standard of living adequate for the health and well-being" of individuals and families; the "right to education," to "free choice of employment," to "rest and leisure," and to "freedom of thought, conscience and religion."[22]

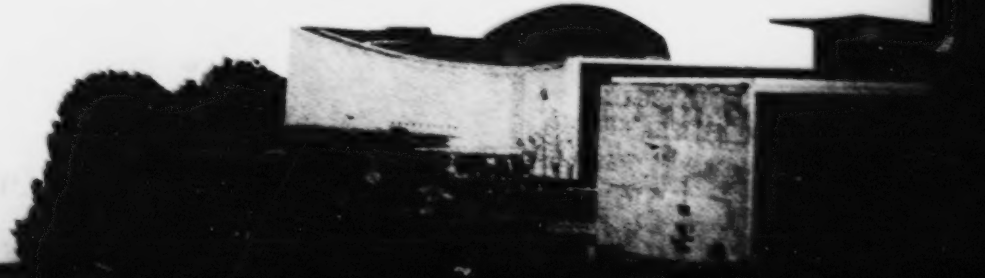
. . . today's students should be able to identify and participate in the resolution of . . . public policy . . .

IV. **Preparation of citizens to make public policy.** Students should actively engage in analytical and creative thinking at all levels of the school program, sharpening their ability to recognize concepts, problems, and issues, to define them, to identify information needs, to analyze alternative solutions, to calculate costs and benefits, and to make responsible public choices:

1. Students should be aware of the variety of modes of thought and conceptual analyses connected with the several disciplines — scientific method, historical analysis, critical appraisal in the arts and literature, and canons of ethical judgment. They should know how to apply these modes appropriately and demonstrate proficiency in using such concepts as historical context, interdependence, diversity, multiple perspectives and conflict management; concepts which can be clearly understood even by very young children as they look around their classrooms.
2. Future citizens, today's students, should be able to identify, and participate in the resolution of, issues of public policy at the school, local, state, national, and global levels that affect them. For purposes of civil and constructive debate it is important to understand the alternative views available within a pluralistic society, and especially the views not shared by the students. It is important to understand "the other sides."
3. Students should be able to analyze a contemporary world issue, including its historical and political contexts; to identify key actors; to anticipate actions the actors might take and their probable consequences; to understand the differing values, assumptions, and perceptions which motivate the actors; and to comprehend the ways in which the issue affects or is affected by other issues.
4. As important as gaining substantive knowledge of major issues facing the world today is learning the skills of analytical thinking that encourage people to understand themselves and their world. These skills are essential if one is to be an effective actor in the local, national, and world context. These are the tools that enable one to unravel the complexities and find the connections, and they are clearly the responsibility of the schools to develop.

". . . the right to be free from torture . . . the right to education . . . to rest and leisure . . . to freedom of thought, conscience and religion."
Universal Declaration of Human Rights

22. Universal Declaration of Human Rights, Resolution 217A (III) of the General Assembly of the United Nations, adopted 10 December 1948.



Similarly the skills of integrative thinking, as contrasted with piece-meal thinking, should simultaneously be encouraged. Students need to be actively involved in considering issues that cut across disciplinary boundaries in order to attain a larger view of problems and their alternative solutions. Issues in the real world seldom fall neatly into the categories which we assign as school subjects, but instead involve aspects of a variety of subjects and require integrating ideas and methods from a variety of disciplines.

One useful way of looking at the educational task of preparing students for active citizenship participation is based on the distinction between "public opinion" and "public judgment." Bellah has noted that "public" opinion polls are really "private" opinion polls: they sample the views of individuals unrelated to the larger community. Judgments about the public good, on the other hand, arise from "opinion tested in the arena of open discussion,"[23] after there has been opportunity for private opinions to be heard, contradicted, modified, and forged into a policy that includes private interests while transcending them. Daniel Yankelovich describes public opinion as representing "the vagaries of the public viewpoint at a moment in time, however vague, confused, ill informed and clouded with emotion it may be." Public judgment only arises after people have been "exposed to the arguments for and against various positions" and after they have thought "deeply enough about the issue to accept the consequences of their own beliefs."[24] Aaron Wildavsky has also commented that in developing public policy, "Learning requires an arena in which interested parties can communicate and test hypotheses, not a ballot on which their first preference also may be the last."[25]

Learning requires an arena in which interested parties can communicate and test hypotheses . . .

The development of these skills for reaching public judgment is what we are suggesting

23. Bellah, et al, op. cit., p. 305.
24. Daniel Yankelovich, "How the Public Learns the Public's Business," *Kettering Review*, Winter 1985, p.9.
25. Aaron Wildavsky, *Speaking Truth to Power: The Art and Craft of Policy Analysis*, Boston: Little Brown & Co., 1979, p. 263.

here as a model for schools. Where appropriate, students should be encouraged to use their skills and knowledge to participate in formation of policy at the school or community level. They might organize community forums for discussion of issues, or present the results of their research, analyses, and judgment to their legislators. Participation in developing the rules and classroom practices that will affect them is possible for even the youngest students. Schools have a responsibility to help students find ways to express themselves constructively in policy arenas.

Such participation in public policy analysis must be well grounded in an understanding of the American democratic system, and of its struggles and its weaknesses and its strengths. As a free society, it is subject to change in response to the wishes of its members as citizens, as consumers, as producers. These wishes are of the utmost importance and they need to be both well thought out and properly expressed. Expression must be within the law and must be persuasive rather than coercive and must be respectful of the rights of others. A democracy should not be exploited by deceitful and threatening tactics of willful interest groups, whether majorities or minorities. The opportunities, the obligations and the appropriate limitations to public policy participation all need to be explored. With the liberty of choice goes the responsible use of that liberty. ■

TOWARD GLOBAL EDUCATION

Interest in international affairs has had a roller-coaster history in the United States. The widespread interest in such affairs generated by World War II abated under pressures for domestic change in the 1960s, and the decline was exacerbated by disillusionment with overseas involvement during and following the Vietnam War. In recent years the level of interest in international activity in many spheres has again increased. As it has done so, concern for formal instruction that helps students acquire and act upon a global perspective has also increased. A 1982 study collected information from 1,300 American schools with some kind of global education program, ranging from traditional language and world history courses to recently created international high schools.[26] This survey found that, predominantly as the result of individual teachers adapting specific courses so as to include a global perspective, new issues and modules have been added, for example, to courses such as social studies, as world history, as geography, and as economics, or a cultural component has been included in a foreign language course.

Global education has developed pioneering approaches . . .

By the mid-1980s a new thrust has emerged, stemming largely from recognition by individual states of the importance of a global perspective and from efforts to mandate change across school systems, including the two largest states, California and New York, but also Minnesota, Arkansas, Florida, Iowa, and others. A recent study of twenty-six states found that "citizenship, world studies and geography are the courses most frequently prescribed" out of a list of nine social studies areas.[27] (See Appendix D.)

The theme of global education is supportive of larger themes of school change that have arisen in the past few years. Global education has developed pioneering approaches to:

- employing active learning strategies to address widely recognized needs for analytical thinking skills, relevance to student interests, and appeal to students of all ethnic backgrounds;
- empowering teachers to take more responsibility for their teaching by treating them as professionals, thus modeling change now being recommended by a wide array of groups and commissions;
- integrating teacher exchange programs with curriculum development so that they have had lasting impact on schools instead of being solely an opportunity for personal enrichment;
- strengthening foreign language study and cultural content in the teaching of language, as well as encouraging the use of foreign languages in social studies and literature programs;
- providing a way to organize a curricular sequence, i.e., the study of history or language in a series of courses throughout the grade levels, or to integrate a variety of subjects, such as history and literature, connecting subjects across the curriculum;
- participating in a variety of studies and projects to make schools more effective.

The move towards a global perspective in education thus is part of the larger debate about the future of our schools and has supported the call for better schools.

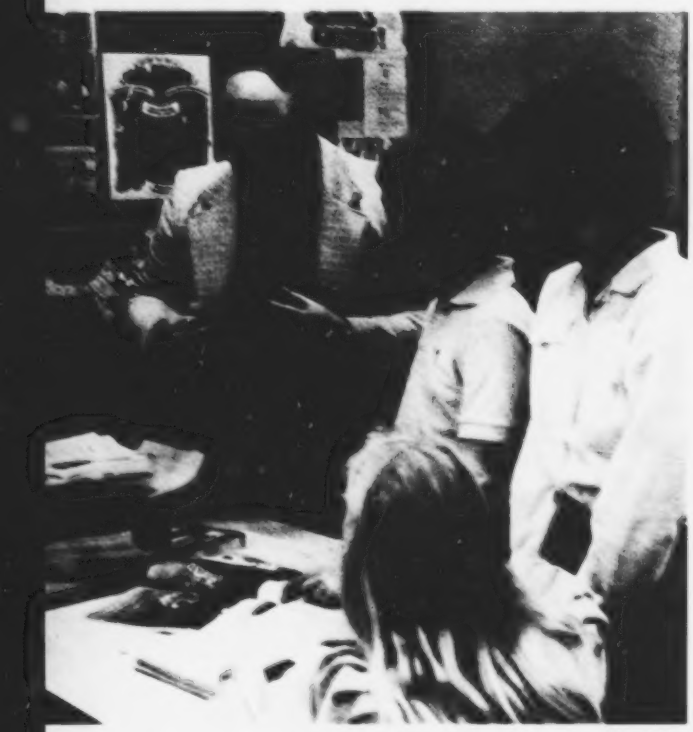
We see a global perspective as involving all levels of education from primary to adult. Within schools, most of the emphasis in the past has been placed at the secondary level and

26. Study by Center on International and Public Affairs, Denver, CO, cited in Andrew Smith, "What's Happening in Global Education," *Curriculum Review*, vol. 25, no. 2 (November/December 1985), p. 15.
27. Irving Morrissett, "Status of Social Studies: The Mid-1980s," *Social Education*, vol. 50, no. 4 (April/May 1986), p. 310.

within the traditional disciplines — the study of foreign languages, of world history, or of ecological issues within science. These are useful and important approaches and should be continued. We believe, however, that more emphasis should be placed at the elementary school level. It is among young children that curiosity is greatest. The elementary teacher is already teaching, out of necessity, in a multidisciplinary way. Harlan Cleveland has remarked that "fourth-grade teachers are perhaps the premier generalists in our society."[28] After that level we begin to compartmentalize knowledge and to place learning into boxes labeled disciplines, making it more difficult for students to think about systems and problems that cut across these artificial boundaries.

. . . fourth-grade teachers are perhaps the premier generalists in our society . . .

In addition, while we concentrate here on formal mechanisms for education, (the schools) we are aware that schooling is only one of the many educative forces in American society. Churches, youth organizations, and ethnic groups have long been in the forefront of international and intergroup artistic and cultural understanding, and preparation of newcomers to the United States for their roles as American citizens. The media today



. . . The media today undoubtedly provide the largest share of the information most people get . . .

undoubtedly provide the largest share of the information most people get about America's role in the world and about other nations and cultures. Yet many people lack the knowledge and skills to weigh the multitude of facts and opinions that engulf them, and to move from quiescent acceptance of some commentator's version of the situation to an informed judgment that reflects their own analysis and sense of values.

The introduction of a global perspective in schools and in less formal aspects of the total information-diffusion system has been a gradual process and not a forced-draft effort. It is already significantly underway in many areas, reflecting the changed involvement of the United States in world affairs over the past half century and a recognition in many states and school districts of its importance. The movement is underway, and has already contributed much, but there is a variety of needs still to be met if it is to be fully developed. ■

28. Harlan Cleveland, *The Knowledge Executive*, op. cit., p. 195.

IMPROVEMENT OF GLOBAL EDUCATION

Substantive materials. Some instructional materials for classroom use are now available to support the major themes of a global perspective that we have identified. (See Appendix E.) Other materials are available that could be adapted for schools where they are not already directed towards classroom use, for example, Boulding's work on systems mentioned above. Within the social studies field, an area especially relevant to citizenship education, materials have been developed for inclusion in elementary school courses, and in world history, civics, geography, and other subjects at the secondary level.

. . . instructional materials for classroom use are now available to support the major themes of a global perspective . . .

Questions have been raised, however, about the quality of some materials and their suitability for their intended purposes. The problem is to ensure (a) that there are materials that deal with important and appropriate topics, (b) that they are fair and present a variety of viewpoints rather than advocating a single solution to a complex problem, (c) that they are readily accessible to and easily used by teachers, (d) that they are suitable for the particular audience, e.g., primary or secondary school students, or adult learners, (e) that they are of high quality and academically rigorous, and (f) that there are sufficient resources for purchasing and distributing such materials.[29]

We do not minimize the difficulty of producing and distributing these materials. Teachers, short on time for preparation and ordinarily without specific training in global education or in adapting curriculum materials, often rely upon the only materials provided — a textbook, as their basic tool. Many teachers, when provided the opportunity, adopt or adapt a variety of lesson plans that have proven successful elsewhere. Teachers cannot be expected to produce their own materials from whole cloth, even though some can and do make good use of a wide variety of sources. State curriculum guides tend to be too general to be useful as day-to-day lessons, yet new teachers especially need to have something at hand without having to put together their own course.

At the same time, publishers of texts have faced a declining market for materials in areas important to citizenship education, such as world history and geography, as these and other related courses have been crowded out of the curriculum by increasing demands upon the schools in other areas. In addition, efforts to get "back to basics" have often forced them to "dummy down" the vocabulary and conceptual richness of textbooks.

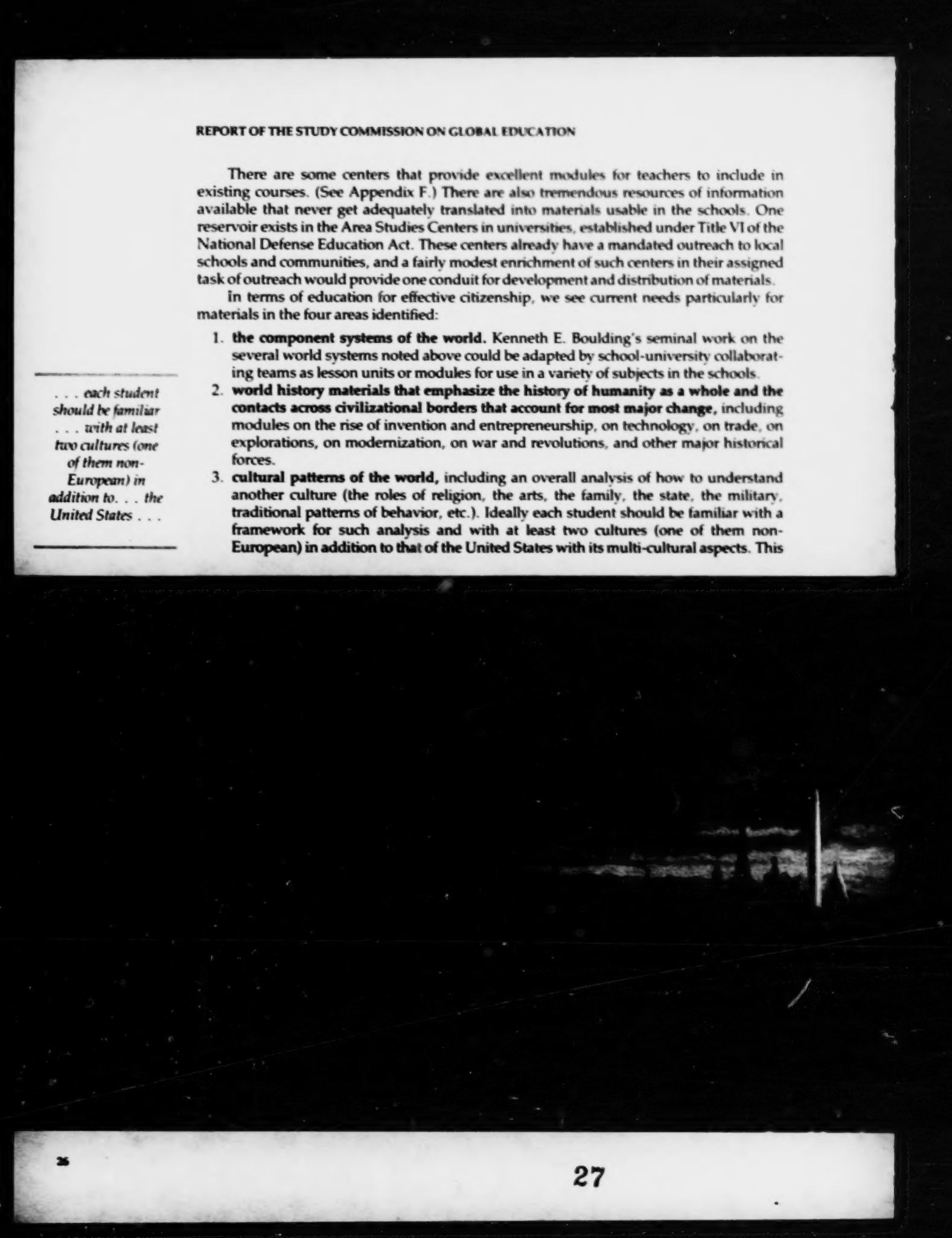
29. For one set of criteria by which to judge the usefulness of materials in promoting a global perspective, see Donald Bragaw, Judy Wooster, and Helen Loew, "Selecting Materials: The Global Potential Rating Scale," *Curriculum Review*, vol. 25, no. 2 (November/December 1985), p. 30.

There are some centers that provide excellent modules for teachers to include in existing courses. (See Appendix F.) There are also tremendous resources of information available that never get adequately translated into materials usable in the schools. One reservoir exists in the Area Studies Centers in universities, established under Title VI of the National Defense Education Act. These centers already have a mandated outreach to local schools and communities, and a fairly modest enrichment of such centers in their assigned task of outreach would provide one conduit for development and distribution of materials.

In terms of education for effective citizenship, we see current needs particularly for materials in the four areas identified:

1. **the component systems of the world.** Kenneth E. Boulding's seminal work on the several world systems noted above could be adapted by school-university collaborating teams as lesson units or modules for use in a variety of subjects in the schools.
2. **world history materials that emphasize the history of humanity as a whole and the contacts across civilizational borders that account for most major change,** including modules on the rise of invention and entrepreneurship, on technology, on trade, on explorations, on modernization, on war and revolutions, and other major historical forces.
3. **cultural patterns of the world,** including an overall analysis of how to understand another culture (the roles of religion, the arts, the family, the state, the military, traditional patterns of behavior, etc.). Ideally each student should be familiar with a framework for such analysis and with at least two cultures (one of them non-European) in addition to that of the United States with its multi-cultural aspects. This

. . . each student should be familiar . . . with at least two cultures (one of them non-European) in addition to. . . the United States . . .



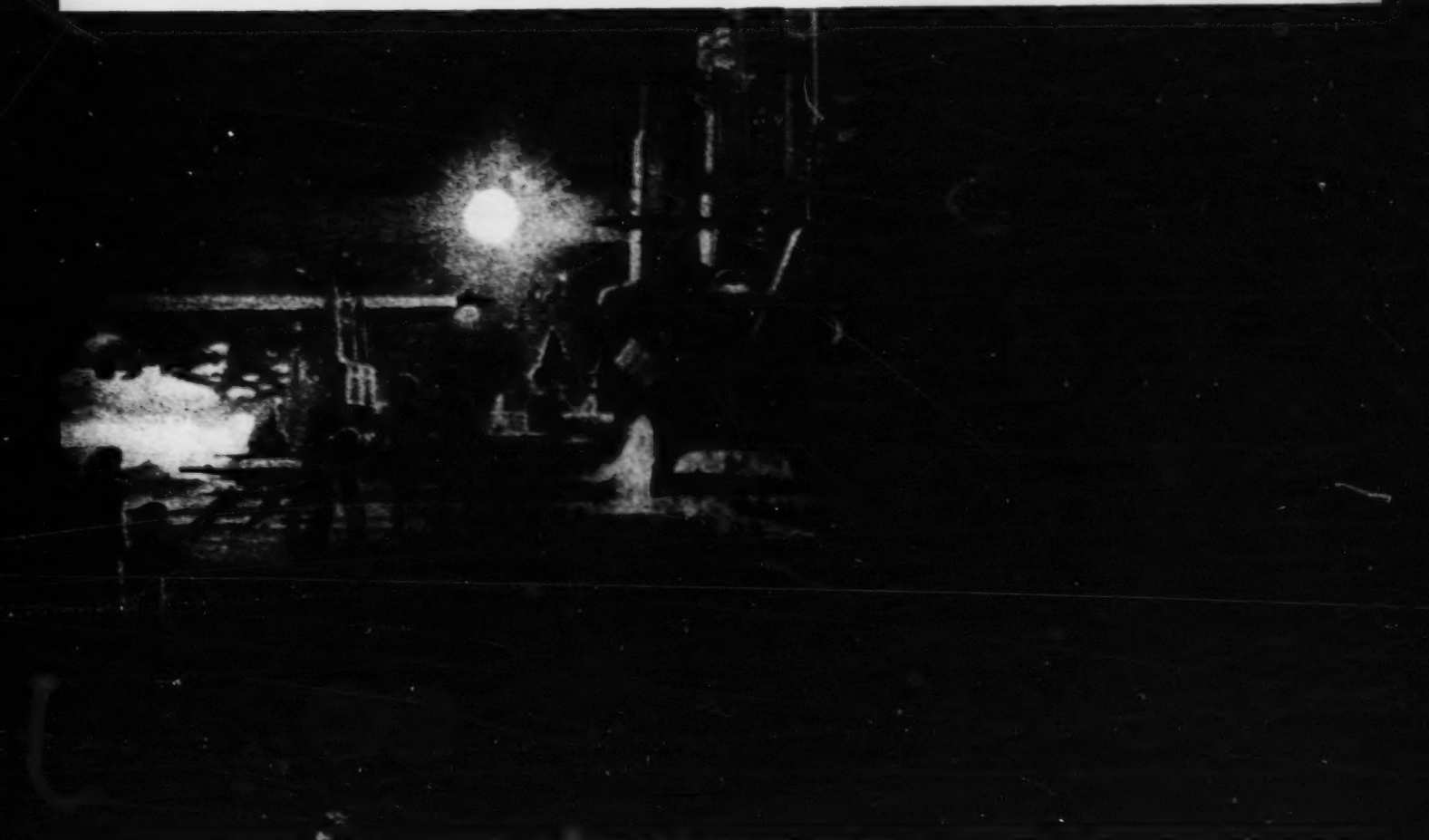
recommendation echoes that made by several of the school improvement reports in the early 1980s.[30]

Language teachers also need materials that link language with cultural instruction, including cultures of former colonies that use the language. Present French texts, for example, do not give attention to Francophone Africa.

30. "Specifically, we recommend that all students discover the connectedness of the human experience and the richness of other cultures through an in-depth study of a non-Western nation." (Ernest L. Boyer, *High School: A Report on Secondary Education in America*, New York: Harper & Row, 1983, p. 103.)

"The teaching of social studies in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; and (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society." (*A Nation at Risk*, pp. 25-26).

"Develop insight into the values and characteristics, including the language, of the civilization of which one is a member. . . . Learn how to apply the basic principles and concepts of the fine arts and humanities to the appreciation of the aesthetic contributions of other cultures." (John I. Goodlad, *A Place Called School: Prospects for the Future*, New York: McGraw-Hill Book Co., 1984, p. 54.) He adds, "One thing we cannot be sure of from our data is that all students in the schools studied engaged in some reasonably comprehensive analysis either of Indian culture in America or of some other Western or Eastern culture. Clearly, some did. But the comparative study of cultures does not emerge as a basic in the curricula we examined. Nor did we find much inclusion of global or international content. Over half of all the students in our sample believed that foreign countries and their ideas are dangerous to American government." (Ibid, p. 212.)



4. **major policy issues of the nation and the world, and how to approach them.** We see a need for materials that actively engage students in the analysis of domestic and foreign policy issues. Ideally these materials should incorporate the modes of analysis of the several disciplines, present the alternative views of a pluralistic society, encourage contextual understanding, and require analytical thinking in regard to actions, consequences, and interrelationships among issues.

   Policy issues should be presented in the form of alternative solutions, as seen by the best experts of several persuasions, and not in the form of one single possible or desirable solution. Materials that meet these criteria have been developed by the Public Agenda Foundation, by the Domestic Policy Association, and by the Foreign Policy Association for use with adult citizens in forums around the country; and the Public Issues Program of the National Council for the Social Studies has adapted some of these materials for secondary school use. Other materials of high quality need to be adapted for use in schools.

Teachers should encourage interactive learning strategies in the classroom . . .

Discussions of policy issues need not be restricted to current events. Studying history as the story of past policy decisions can be a useful way to learn the skills of analysis and judgment without the emotional involvement that often accompanies contemporary issues. An example is the work of Barbara Tuchman who, in *The March of Folly*, examines four historical events from widely separated periods that demonstrate, in her view, commitment to and persistence in grave policy errors.[31]

Teachers must guard against introducing their own biases and must avoid advocating particular policy positions. Available materials on current policy issues are frequently produced and distributed by groups and organizations espousing a particular viewpoint. Teachers and students should learn to analyze the biases of materials gathered from a variety of information sources. The call for impartiality and balance on the part of teachers is not a call for blandness or avoidance of controversial issues; it is, rather, a call for academic professionalism. Students should be encouraged to discuss the merits of alternative solutions, to make choices among them, and to support their choices with evidence and reasoned arguments. They should also be encouraged to engage in developing among themselves mutually acceptable solutions to dilemmas in their own school and community in order to gain experience in the democratic processes of conflict resolution and public choice.

Materials, therefore, are needed both to supply content — information on issues and alternative proposed policies, and to provide help to teachers and students in developing skills of analytical thinking, examining alternative interpretations, and integrating solutions to related problems. Materials now tend to be developed only in terms of specific academic disciplines, and consideration should be given to developing materials that are interdisciplinary in nature to encourage integrative thinking.

Programs put in place to develop and distribute curricular materials should also contain provisions for evaluating them in use so that more effective approaches can be developed over time.

Student involvement. Recent reports on the condition of American education have identified skills of analysis and integration as among those that most need strengthening. Our school system, nationwide, is marked by what John Goodlad's study called an "extraordinary degree of student passivity." This study found that less than one percent of instructional time in classrooms surveyed was spent on activities requiring "some kind of open response involving reasoning or perhaps an opinion from students."[32]

Teachers should encourage interactive learning strategies in the classroom, using approaches that involve active student engagement through small group activities or role playing, for example.

Education for a global perspective provides opportunities to develop these skills. In the

31. Barbara W. Tuchman, The March of Folly: From Troy to Vietnam, New York: Alfred A. Knopf, 1984.
32. Goodlad, *A Place Called School*, op. cit., pp. 229-230.

course of interpreting and analyzing issues and policies, and putting themselves in the position of someone in another social group or culture, students can practice fact-gathering, cultivate an understanding of the values and cultural imperatives that underlie both public and private decisions, and engage in careful analysis and discussion of alternative approaches and solutions. Such learning processes involve what curriculum makers call "critical thinking skills," and foster student "involvement in learning."[33]

Schools should be made more competitive with the mass media, the activities of peer groups, and the life of the streets for the attention of students by making learning a more active process and more relevant to understanding of the realities of the modern world.

The role of teachers. Recent national educational reports almost unanimously recommend changes in the role and status of teachers, as well as changes in the education of teachers. In general, they suggest that teachers should be trained and treated more as professionals. Ernest Boyer has stated that "teachers should have a greater voice in selecting materials appropriate to their own subject areas."[34] *A Nation at Risk* notes that "individual teachers have little influence in such critical professional decisions as, for example, textbook selection."[35] John Goodlad and his associates found that "curricula continue to be determined largely by the editorial staff of publishing houses and the subject-matter specialists and writers chosen by them," and their study identifies a ground-swell among teachers, principals, and parents alike for a "rebalancing of power toward greater decentralization and localism."[36] Teachers, principals, and parents should be encouraged to participate in policy making at the school level and in evaluating the quality of curricular materials and student learning.

. . . teachers should have a greater voice in selecting materials appropriate to their own subject areas.

33. See *Involvement in Learning: Realizing the Potential of American Higher Education*, Final Report of the Study Group on the Conditions of Excellence in American Higher Education, Kenneth P. Mortimer, Chair, Washington, D.C.: National Institute of Education, October 1984.
34. Boyer, op. cit., p. 312.
35. The National Commission on Excellence in Education, op. cit., p. 23.
36. Goodlad, *A Place Called School*, op. cit., pp. 290 and 273.

Attributes of professionalism include accuracy in the use of facts, fairness in the presentation of alternative choices or policy formulations, and support of student participation. As professionals, teachers must avoid advocacy of their own viewpoints or those of special interests, and must be advocates, instead, of careful scholarship. Their students should learn to think analytically about complex issues, to distinguish fact from opinion, and to recognize bias, advocacy, and propaganda, not only in presentations by others but in their own views, too.

If teachers are to act in these professional and responsible ways, they need support. They need a broad education that itself includes a global perspective, now almost universally missing from teacher education programs, and they need support in the classroom in the form of time to prepare their courses, adequate materials to use in their courses, and continuing education in how to be effective teachers.

Governmental and community support. Federal government support for international aspects of education is essential. Past efforts have been helpful and innovative, and have greatly assisted in international exchanges, area studies, and dissemination of materials. The National Endowment for the Humanities has been particularly supportive of projects relating to international education. These efforts should continue at least at the level of past years. In addition, the Department of Education should consider providing consultative and financial incentives to aid in the development of school programs in global and international education.

Schooling in the United States is traditionally state and local in control and financing and, thus, support at these levels is crucial to the kinds of changes we suggest. Additionally, because research indicates that most significant change in education takes place within the individual school, we encourage school site teams made up of principal, teachers, parents and other knowledgeable and interested persons (e.g., returned diplomats, former Peace Corps personnel, or business persons engaged in international trade) to develop global education programs that are relevant to the community. School site programs should have the strong support of district and state boards of education as well as assistance from the community.

RECOMMENDATIONS

Our recommendations come in the context of many others in the past few years that relate to school change, to specific subject areas, and to aspects of global perspectives. For example, the Council of Chief State School Officers in 1985 adopted a statement and a set of recommendations for action that notes that "the United States is truly an international society," and that "education in these United States must prepare us to participate in [the] global community."[37] We have already noted that recommendations from several reports on improving secondary schools urge incorporation of a global perspective. Recent examinations of teacher education additionally recommend broader education for prospective teachers and a higher status for the profession, recommendations we also support.

Our recommendations are mainly addressed to states (legislatures, governors, state education authorities), to supporting foundations, to local school districts, and to the teachers and other personnel in individual schools where change ultimately takes place.

Our specific recommendations are as follows:

1. **State and local policies:**

   States and school districts should highlight in their policy directives existing goals pertaining to citizenship education and to global understanding and awareness. Studies of state and district documents reveal that many states already have goals for their students that, if implemented, would provide a basis for citizenship education and global awareness. These goals, already adopted by states, include:[38]

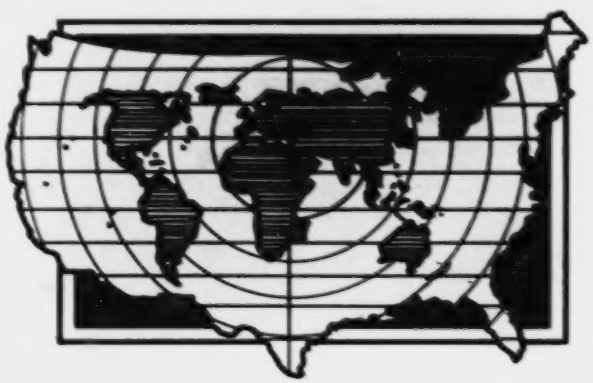
   . . . the United States is truly an international society . . .

   Development of interpersonal skills:

   - "Develop a knowledge of opposing value systems and their influence on the individual and society."
   - "Develop a concern for humanity and understanding of international relations."
   - "Develop an understanding and appreciation of cultures different from one's own."

   Education for citizenship participation:

   - "Develop historical perspective."
   - "Develop knowledge of the basic workings of the government."
   - "Develop a willingness to participate in the political life of the nation and the community."
   - "Develop an understanding of the interrelationships among complex organizations and agencies in a modern society, and learn to act in accordance with it."
   - "Develop an understanding of the basic interdependence of the biological and physical resources of the environment."



37. *International Dimensions of Education, Position Paper & Recommendations for Action*, Washington, D.C.: Council of Chief State School Officers, November 1985, p. 1.
38. These goals are drawn from those identified in state documents by recent studies of American education. See Goodlad, *A Place to Call School*, op. cit., pp. 53-55, and Boyer, *High School*, op. cit., p. 67.

Englishman/Great Britain

- "Develop an understanding of views different from one's own, even while remaining in disagreement."

Instruction in understanding tradition and culture:

- "Develop insight into the values and characteristics, including language, of the civilization of which one is a member."
- "Develop an awareness and understanding of one's cultural heritage and become familiar with the achievements of the past that have inspired and influenced humanity."
- "Learn how to apply the basic principles and concepts of the fine arts and humanities to the appreciation of the aesthetic contributions of other cultures."

These aspirations are already in existence. We are calling upon states and schools to commit themselves to attaining goals they have already expressed, and where such goals as these do not exist, to consider their adoption. As Ernest Boyer has said, schools "should help all students learn about themselves, the human heritage, and the interdependent world in which they live through a core curriculum based upon consequential human experiences common to all people."[39]

. . . schools "should help all students learn about themselves, the human heritage, and the interdependent world in which they live . . ."

Sioux Indian/South Dakota

2. **Careful program development:**

States and school districts should seek to implement these goals as part of a long-term developmental plan. Gradual development and introduction of a global perspective in schools, along with wide participation and consultation, provides opportunities for preparation of improved teaching materials, for accumulation of experience with teaching methods that go beyond traditional teacher-talk and student-listen practices, for advancing public acceptance of the essentiality of global education, and for improvement in teacher education, both at the pre-service and in-service levels. Gradual development is not only desirable, but also essential. Sweeping mandates, or large-scale sudden changes, may be appropriate in some circumstances, but, in the area of global education, a gradual and carefully prepared development is the only effective course, given the need for better teaching materials, more adequate teacher preparation, and wider public acceptance within the congeries of systems as diverse as our nation's schools.

Zulu/Southeast Africa

3. **Teacher involvement:**

Teacher involvement in the planning and implementation process is essential. Teachers should be given adequate freedom to select teaching materials and to determine teaching methods if they do not already have such freedom, and they should be given adequate working time to prepare these significant changes. School districts should conduct a teacher needs assessment to determine what kinds of in-service education are most needed to encourage the adoption of a global perspective. Participation in determining the nature of training and in selecting suitable materials and methods for classroom instruction are inherent aspects of teaching as a profession. Teachers themselves are the best resource for helping other teachers, and collegiality in developing global education programs and in-service training should be encouraged.

Teachers should be provided with time during the working day and with adequate resources to develop and implement programs to reach the adopted goals. The range of tasks allotted to teachers, and the huge amounts of time they must devote to noninstructional tasks are notorious.[40] If we wish to improve education, teachers need time to renew their own professional skills through continuing education and in-service training opportunities; they need time to adapt materials to the needs of

Toda Man/India

39. Boyer, op. cit., p. 67.
40. Theodore R. Sizer, in *Horace's Compromise: The Dilemma of the American High School*, Boston: Houghton Mifflin Co., 1984, describes the compromises teachers find necessary as a result of inordinate student loads and time pressures during the teaching day.

their individual students and classes; they need resources — materials, space, assistance with noncurricular duties — that will permit them to develop high quality programs.

4. **Programs of studies:**

While the exact nature of programs and curricular designs should be a matter of state and local determination, we make the following suggestions to give an indication of minimal desirable program components to attain the outcomes for instruction we identified earlier.[41]

Schools should provide a program of studies that includes:

At the elementary level:

- examination of a variety of cultures, both present and past, at home and abroad, and knowledge of the tools needed to carry out such an examination;
- knowledge of the basic values expressed in our nation's political and economic institutions, and their place in world history and experience;
- acquaintance with the history, art, and literature of our own and of other cultures;
- communications skills, including awareness of and appreciation for languages other than English;
- knowledge of basic physical and cultural geography;
- introduction to basic concepts of social studies, such as interdependence, conflict, context, and multiple perspectives;
- practice in social interaction skills, including cooperative learning methods, listening, and looking at things from another's point of view that lay the groundwork for participation in democratic decision-making;
- activities that increase awareness of beliefs and values, both the student's own and those of other people.

At the secondary level:

- study of the heritage of western and other world civilizations, including those of Africa, Asia, and Latin America. Such study should include cross-cultural connections and historical interactions;
- in-depth study of at least two other cultures, including a non-European culture, in addition to that of the United States, to be selected at the classroom or local level if possible;
- continuing study of the physical and cultural geography of the world, and advanced study of the world as a physical system and as a biological system;
- acquaintance with the basic facts and concepts of our own economy and of global economics, including local participation in the world economy, and of comparative economic systems;
- study of, and experience with, the processes of U.S. governmental structures: historical context, functions, and citizen participation in the development of public policy;
- study of comparative political systems; of systems of communication and their impact; of comparative systems of political and moral evaluation;
- study of skills of public policy formation and experience in analysis of important policy issues;
- study of language, including and particularly English, in its cultural context and as a means of entry to an understanding of high culture — the best of literature and arts.

In all of the above, the first priority must be an understanding of and appreciation for American society as it exists and functions within the context of global realities.

We realize the heavy burdens that are already placed upon the curriculum. We fully

41. For a more detailed discussion of the scope and sequence of courses in the global education arena, see the paper prepared by Willard Kniep for the Study Commission on Global Education, "Defining a Global Education by its Content," *Social Education*, vol. 50, no. 6 (October 1986), pp. 437-446.

Chinese/Southern China

Schools should provide (for) . . . study of the heritage of western and other world civilizations, including those of Africa, Asia, and Latin America . . .

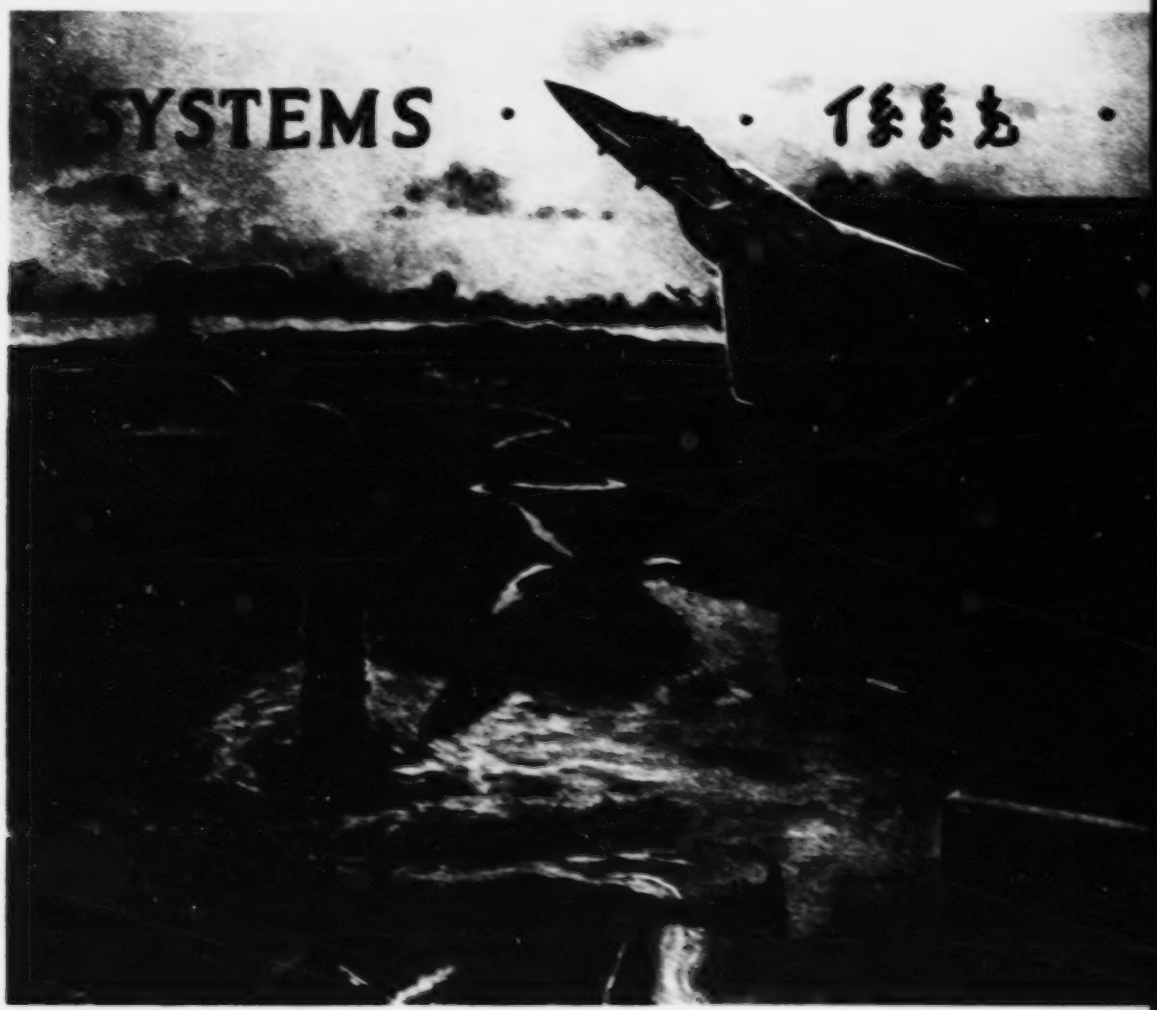
Carib Indian/South America

Nuer Warrior/Northeast Africa

endorse an emphasis on better instruction in "basics" — verbal and numerical skills. We endorse an emphasis on better coping skills, including health care, physical education, personal behavior, and consumer skills. We endorse an emphasis on better vocational skills that will more fully prepare students to take their place in the world of work. Above all, we endorse efforts to retain students in high school to the point of graduation. We do not, however, believe that these emphases are incompatible with global education. Instead, they go hand in hand, and infused with a global perspective, these activities will better prepare students for the world in which they will work and live.

Appropriate education should be provided at the collegiate level for prospective teachers . . .

Because of the many essential tasks that Americans ask of their schools, and because we endorse a plurality of missions, we are not proposing specific new courses to attain the goals we set out in this report, although some schools and districts may wish to consider them. Rather, we are advocating new approaches and new content for existing courses. For example, the concept of systems should be incorporated into present courses in the physical and biological sciences. The study of social systems and consideration of public policy should be integral parts of courses in the social sciences. Humanities and language courses should include study of culture, values and history. Geography courses should include descriptions of comparative cultures and of the relations of geography to history and should reflect causal relations to the physical and biological systems of the world; and they should note the impact of



geography on economic and political systems. Some elements of the curriculum will be affected only marginally, if at all, by the introduction of a global perspective: mathematics, for example, is already global.

5. **Teacher education:**

   Appropriate education should be provided at the collegiate level for prospective teachers and in-service education should be made available once teaching is undertaken. Teachers should bring to the classroom a broad but integrated education as well as curiosity about the connections among their classroom, the rest of the school, and the world at large.[42] This may require significantly different kinds of educational experiences from those now provided, both before and after a teaching career has begun. For example, the Carnegie Task Force on Teaching as a Profession has advocated major restructuring of teacher education, including a broad undergraduate education as preparation for graduate work in education, and strong programs of continuing education to provide opportunities for staff development.[43]

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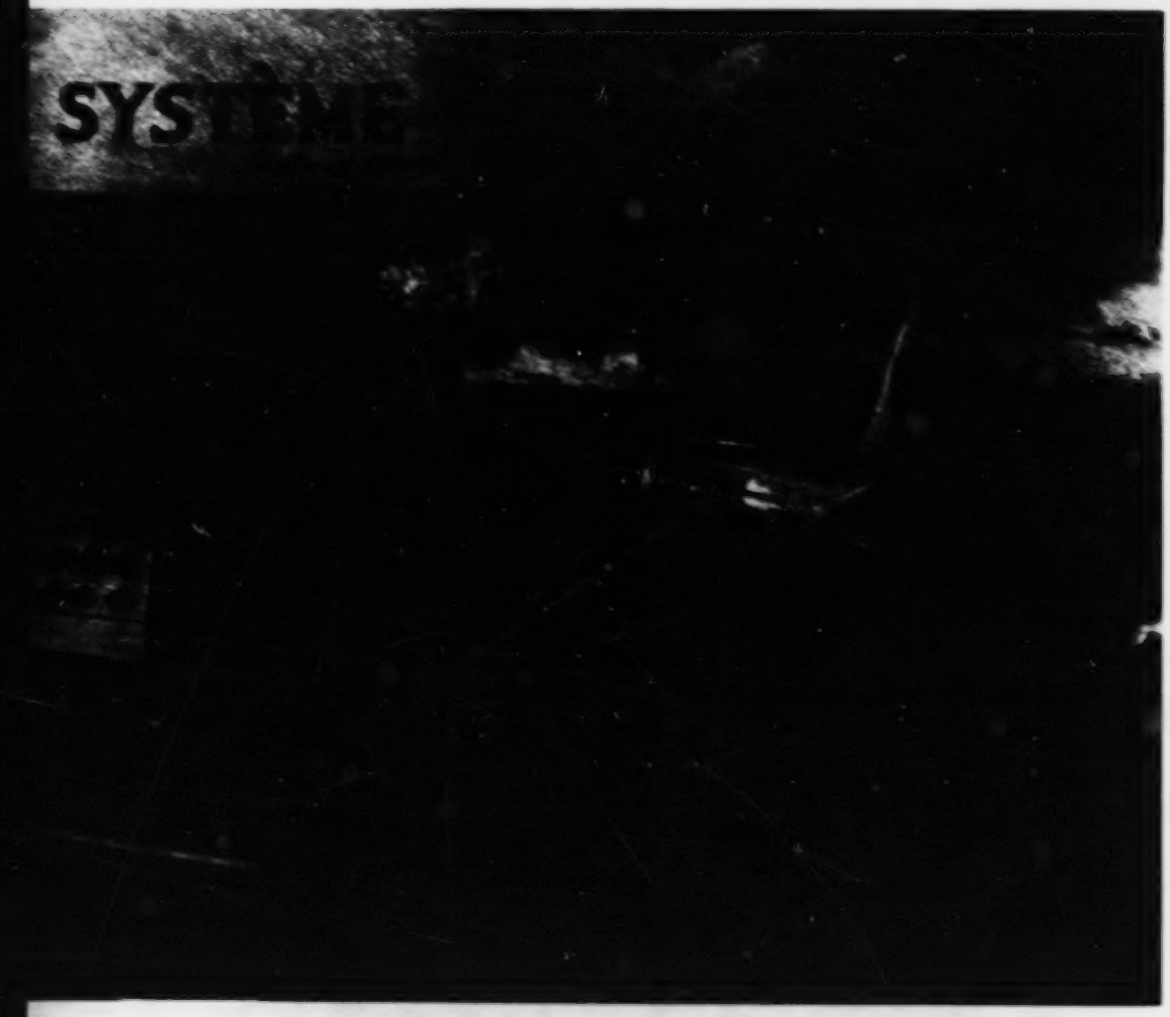
42. A study by the International Education Assessment Project, reported on by H. Thomas Collins, was conducted in 1983 with the cooperation of the National Association of Secondary School Principals and the National Association of Elementary School Principals. Over two-thirds of the responding principals believed that teachers are "not adequately prepared to deal with global education."
43. Task Force on Teaching as a Profession, op. cit., pp. 73, 77.

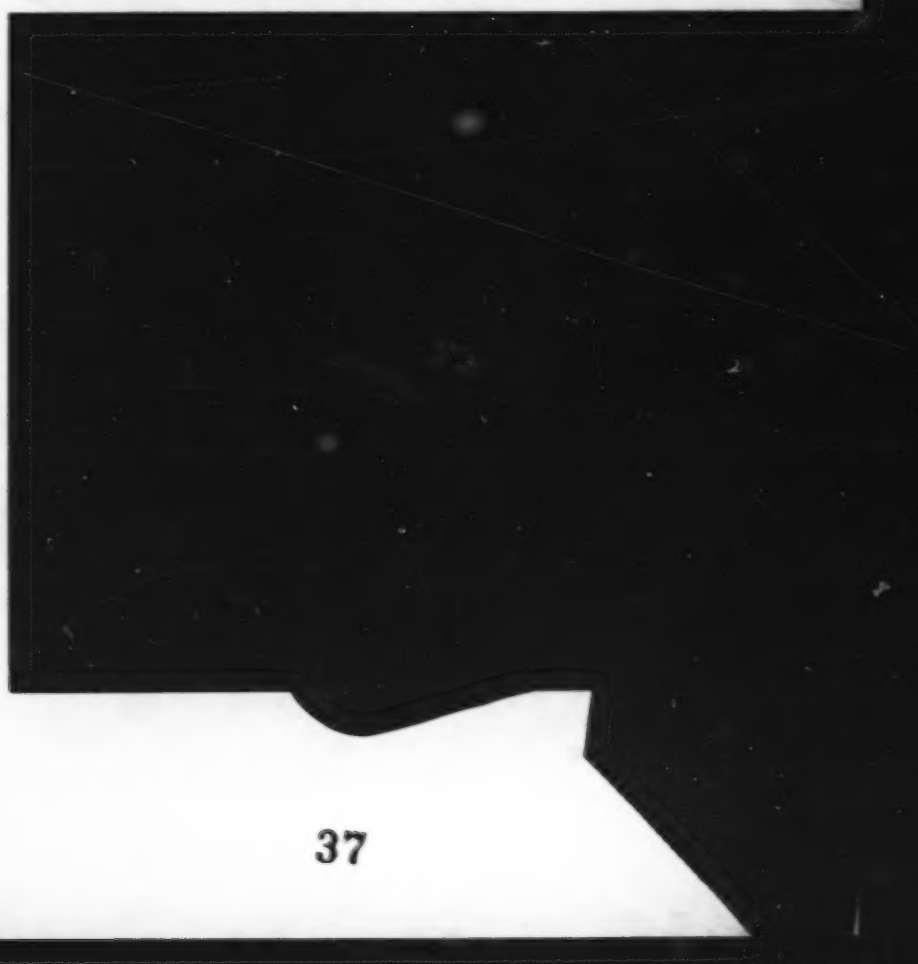


We recommend that the following three guidelines, in particular, be incorporated into undergraduate and graduate programs for future teachers and into continuing education programs for teachers:

1. Education courses should have a large clinical component that includes internships, extensive student-teacher experience under the guidance of exemplary teachers with experience in teaching with a global perspective, and practice in using a wide variety of teaching techniques to encourage analytical thinking among students and to take account of individual differences in student backgrounds and learning styles.
2. Continuing education for teachers should be focused at the school site and in school districts where teachers can learn and work together. Such programs should provide opportunities for teachers and students to be involved in common learning experiences across age levels and departmental lines, allow for coaching arrangements among teachers, and encourage class visitations among teachers in different schools. Teacher exchange and study tours abroad should also be organized on a school or district basis in order to promote a team approach to subsequent curricular change and should include school site administrators.
3. Greater use of new advances in telecommunications can be used to develop cross-cultural teacher education programs and to hold student-to-student conferences concerning topics of transnational interest.[44] We encourage financial support of such efforts, including that of philanthropic foundations.

Greater use of new advances in telecommunications can be used to develop cross-cultural teacher education programs . . .

44. For example, the Language Task Force of faculty and administrators at Miami-Dade Community College (Florida) has recommended creation of satellite communications to permit classroom reception of news broadcast and other programs on radio and TV from other countries as well as direct interaction between classrooms here and abroad.



6. **School-college collaboration:**

School/college/community partnerships should be encouraged in teacher education, and in the development of materials for classroom use. Some partnerships now exist and might serve as models for others. (See Appendix G.)

School district/college collaboration should be encouraged which fosters creation and dissemination of improved teaching materials, using a variety of technologies, ideally on request of teachers and school districts. Collaborative teams should be aided by outstanding academic authorities in the relevant subject areas, with a focus on international and comparative economics, politics, and cultures.

The strength of collaborative activity lies in long-term associations. These can be difficult to achieve, and incentives need to be provided to encourage collaboration over an extended period of time. Title VI of the National Defense Education Act, requiring an outreach component in the programs of area studies centers, has provided support for such collaboration in the San Francisco Bay area, for example. It is important that any school/college collaboration be undertaken in a sense of equality, "not relationships in which the university merely shares the results of scholarship in a spirit of noblesse oblige," as John Goodlad notes in his paper for this Commission.[45]

College/corporate collaborative efforts should foster a global perspective by organizing and helping to sponsor student and teacher multicultural exchange programs, both within the United States and with other nations. Such exchange programs would be most beneficial where elementary and secondary teachers from a variety of disciplines are joined by college and university specialists in international matters or in cross-cultural disciplines.

College/corporate collaborative efforts should foster a global perspective by organizing and helping to sponsor student and teacher multicultural exchange programs . . .

7. **Curriculum development centers:**

States, as well as private organizations, should support curriculum development and design centers.

45. Goodlad, "Learner at the World's Center," op. cit., p. 436.

These centers, usually affiliated with a college or university, should have sufficient support to translate the most up-to-date findings of scholars in a variety of fields into programs and materials suitable for use in classrooms at all levels of the educational structure. Teachers at all levels should also be involved, as equal partners, in the design, development, and evaluation processes. Resources should be available for dissemination of results through materials distribution, cooperation with textbook publishers, and in-service institutes for practicing teachers.

Programs for development of curricular syllabi and materials should contain a research and evaluation component, integral to the design, in order to determine their effectiveness on a variety of measures such as increasing knowledge, fostering global awareness, and stimulating analytical and integrative thinking skills among educators and students.

8. **Private sector organizations:**

The involvement of philanthropic and other private sector organizations is essential.

The participation of businesses, labor unions, world affairs councils and other private sector organizations will help stimulate and support collaboration and encourage the dissemination of successful materials and teaching practices from one setting to another. Foundations are necessary in this process to undertake assistance in funding of new programs and to help evaluate the relevance and effectiveness of on-going efforts. Universities and other academic authorities must offer assistance and technical expertise in preparing sound materials for the classroom. And all are necessary to work closely with textbook editors and publishers if long-term impact is to be reflected in textbook content.

The cooperative efforts suggested here among private sector organizations will offer the essential opportunity for teachers, parents, and others involved in developing materials and making curricular decisions to meet and talk and work together towards major change in the schools. ■

CONCLUSION

Socrates once said that there is only "one evil" and that is "ignorance." There are many more evils than that, but ignorance among its citizens, to the extent it exists, can be an evil in a democracy. De Tocqueville once noted that, in the United States, every person, even on the frontier, was so well informed and so anxious to talk about public issues:

> "The cares of political life engross a most prominent place in the occupation of a citizen in the United States: and almost the only pleasure of which an American has any idea, is to take part in the Government, and to discuss the part he has taken."[46]

. . . there is only "one evil" and that is "ignorance" . . .

When this was written (1835), needed information was about domestic affairs. Now, a century and a half later, it must be about international affairs as well, and there is much to be informed about.

Socrates

The people must choose and evaluate their leaders. They are called upon to have and express opinions about the great affairs of the day. The greatest of all the checks and balances, built so wisely by our founding fathers into our system of government, is public opinion. If this public opinion is not well informed, this check and balance will fail to work effectively.

Education seeks, among other things, to attach knowledge to all citizens, not just to those holding positions of power. It is the ultimate guarantor of a "government of the people, by the people, and for the people." Education, to be effective, must, of course, be supplemented by common sense, by moral integrity, by commitment to democratic values, and by practical wisdom. Education should seek to strengthen these characteristics which have been historic components of American society, as should the family, churches, and organizations for youth. It is particularly important for the schools to teach the values of academic and intellectual life: respect for facts — including what Martin Trow has called "negative evidence"[47]; careful analysis; consideration of alternative interpretations; civility in discourse; and giving credit where credit is due.

The greatest of all the checks and balances, built so wisely by our founding fathers into our system of government, is public opinion.

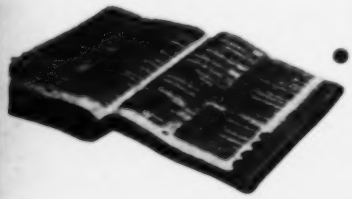
Our great concern is that the schools prepare students, as future citizens, for understanding and participating in the great discussion of issues confronting our nation that have major transnational aspects. These issues have at least equal importance with those issues that are purely domestic, for we, quite literally, are potentially defenseless on this earth unless global, as well as domestic, problems are handled in a way that fuses aspirations for peace and security with the inevitability of change. The responsibilities of citizenry in a democracy, especially in a democracy which is also the most powerful and influential nation on earth, are heavy. Our concern is with what people need to know in order to carry these responsibilities as effectively as the gravity of the times requires.

46. De Tocqueville, op. cit., vol. I, ch. XIV, p. 240.
47. Martin Trow, "The Threat from Within: Academic Freedom and Negative Evidence," *Change*, vol. 17, #4 (September/October 1985), pp. 8-9, 61-64.

"government of the people, by the people, and for the people"

Consequently we have recommended that more attention be given in the schools, particularly, to:

- *The composition of the world.* An understanding of the major constituent systems of the world: the physical, the biological, the economic, the political, the informational and evaluative.
- *The flow of the world.* An appreciation of the unfolding of the history of world civilizations — the great drama of change and survival. Knowledge of history is particularly important in a period of rapid change — as now.
- *The diversity of the world.* A comprehension of the diversity of cultures within the world, and within our own nation; of how cultural patterns affect behavior and judgments; of how problems have moral as well as political and economic aspects; of how the meaning of life within different cultures affects life itself.
- *Influencing the world of the future.* A good conception of the skills necessary to practice the civic virtue of participation in the life of American society: familiarity with the skills necessary to engage conscientiously in the movement from initial private opinions to considered public judgment, and those necessary to practice civic friendship committed to the welfare of our fellow citizens. This is the American tradition where, as de Tocqueville noted, "everyone, in his sphere takes an active part in the government of society"[48] and in all those intermediary associations — the family, the church, the union, the club — that fill the gulf between the individual and the state, that mediate selfishness, that reduce the sense of powerlessness, and that check abuses of power by government and by other large aggregations of influence.



And behold it was very good.

Knowledge, even more than in earlier history, is power; and the knowledge most worth having now includes knowledge of the total world around us, and thus a better appreciation of our special place and role within it. The world is now administered by policies — not blind forces beyond human control, and our nation plays a crucial role in making these policies.

The bio-universe is our environment to cherish and to replenish: "And behold it was very good" (Genesis 2:31); and should so remain. To be sure that it so remains requires the best of informed judgment by the citizens of the world's most influential nation. ■

48. De Tocqueville, op. cit., p. 233.

APPENDIX A

Summary of Recommendations of Reports on Humanities, Foreign Language, and International Studies

Strength Through Wisdom

Report of the President's Commission on Foreign Language and International Studies
James A. Perkins, Chairman

1. **Foreign languages:** The Department of Education should fund a number of centers and school programs to reinvigorate and upgrade foreign language teaching and study at all levels of the educational system.
2. **Kindergarten through Twelfth Grade:** Federal, state, and private sector initiatives should make foreign language and international studies a top priority in schools. Teacher licensing and development programs as well as curriculum development efforts should include an international component. Ethnic and linguistic minorities as well as foreign visitors and Americans returned from abroad should be given a major role in promoting intercultural and language teaching. International school exchanges should be encouraged.
3. **College and University Programs:** Undergraduates should study foreign languages and international studies as requirements for the Bachelor's degree. The federal government should give more support to improvement of international studies at the undergraduate level as well as fund national centers for advanced international training and research at universities and colleges and provide fellowships for research and study.
4. **International Educational Exchanges:** Funding for Fulbright scholars and other exchange programs, public and private, should be increased, especially in areas of the world under-represented in American research and subject fields.
5. **Citizen Education in International Affairs:** The media, community colleges, and the private sector should play stronger roles in developing a more internationally informed citizenry. Federal agencies should increase their support for citizen education and coordinate their efforts more effectively.
6. **Business and Labor Needs Abroad:** American corporations, labor groups, universities, and government agencies should encourage international business and labor studies, support networks to assist small businesses in developing export markets, and require study of foreign language and international studies in business schools.
7. **Improvements in Organization Within and Outside Government:** The President should designate a major official, ideally a Special Assistant to the President, as the point of contact on foreign language and international studies. Other public agencies should become better organized to deal with these matters, and a private body, a National Commission on Foreign Language and International Studies, should be established to monitor and report on the field and to encourage its support by government and the private sector.

(Continued)

APPENDIX A, *Continued*

The Humanities in American Life

Report of the Commission on the Humanities
Richard W. Lyman, Chairman
"Priorities for the 1980s"

1. **"The highest priority is to improve the quality of education in our elementary and secondary schools.** Our schools must prepare young people for competent and informed participation in community life and for the greatest possible degree of fulfillment in private life. These are not possible without the humanities."
2. **"Research in the humanities must be supported."**
3. **"Our cultural institutions"** — museums, libraries, and historical societies — **"must receive sufficient funds for their preservative and educational missions."**
4. **"Educators must reaffirm the value of the humanities,"** demonstrating their contributions to education and to public life.
5. **"Educational and cultural institutions and sources of support for the humanities must collaborate.** . . . The questions raised by the humanities and the basic methods they employ cross institutional lines, public and private, and belong to every generation."
6. **"The terms of cultural debate need to be clarified.** The humanities cannot be accurately described in terms of elitism and populism."
7. **"The humanities, sciences, and technology need to be substantially connected."**

APPENDIX B

Changing Involvement of U.S. Citizens in an Interdependent World

	1950	1970	1983
Number of foreign visitors to the United States	242,000	2,193,000	7,873,000
Expenditures by foreign visitors to the U.S. (1983 $)	$1,733-million	$5,977-million	$11,408-million
Number of U.S. travelers to foreign countries	676,000	5,260,000	10,154,000
Expenditures by U.S. travelers abroad (1983 $)	$4,228-million	$10,212-million	$13,977-million
Number of immigrants admitted to the United States	249,187	373,326	559,763
Exports of goods and services (1983 $)	$57,499-million	$168,503-million	$332,201-million
Imports of goods and services (1983 $)	$49,669-million	$154,076-million	$365,113-million
Value of agricultural exports		$18,731-million	$36,100-million
Value of agricultural imports (1983 $)		$14,881-million	$16,600-million
U.S. donations under Food for Peace Programs (1983 $)		$1,108-million	$600-million
Value of foreign-owned assets in the U.S. (1983 $)	$72,842-million	$274,024-million	$781,500-million
Value of U.S.-owned assets abroad (1983 $)	$225,146-million	$424,635-million	$887,400-million

Sources: *Historical Statistics of the United States, Colonial Times to 1970*, Washington, D.C.: U.S. Government Printing Office, 1975
Statistical Abstract of the United States: 1986, Washington, D.C.: U.S. Government Printing Office, 1986.

APPENDIX C

A Multiethnic, Multiracial Society

By around the year 2000, one out of every three Americans will be non-white, and they will cover a broader socioeconomic range than ever before.

California's elementary school population is over 50% "minority"; Texas schools are 46% minority, and half the states have public school populations that are more than 25% nonwhite. All of the twenty-five largest city school systems in the nation have "minority majorities."

Forty-four percent of all immigrants admitted to the U.S. are Asians, although they still comprise a much smaller proportion of the population than Blacks and Hispanics.

Sixty percent of Asian-Americans are foreign-born; almost no Indochinese-Americans speak English as their native language. But almost 30% of Asian-American immigrants are college graduates.

Source: Harold L. Hodgkinson, *All One System: Demographics of Education, Kindergarten through Graduate School*, Washington, D.C.: the Institute for Educational Leadership, Inc., 1985, pp. 3-7.

APPENDIX D

Global Education in the Curriculum

While the Commission recommends that global education be undertaken throughout the curriculum, the fact of the matter is that most current efforts are concentrated in the social studies curriculum. A mid-1980s study of that curriculum undertaken by the Council of State Social Studies Specialists and the Social Science Education Consortium updated a 1976 study on a state-by-state basis. The report indicates required or typical courses for K-12 social studies, elective courses frequently offered, and "Current Curriculum Projects" of the state agency. The following examples, drawn from the report, indicate the variety and range of courses offered that relate to global, world, or international studies.

Thirty-six states out of 47 reported changes in course or curriculum requirements by the state since 1976; the course change mentioned most frequently, by eleven states, was an economics requirement. The course change mentioned next most frequently was in the area of global education, where ten states added such a requirement, including a broader view of non-Western countries.

Many states follow the traditional "expanding horizons" approach, beginning with the self and family in the primary grades, moving on to study of the school and community, sometimes including study of communities in other countries, and progressing to regional, state, and world studies in the upper elementary school years. Typically a World History or World Geography course will also be required in grades 9-12. This pattern is quite common and is not described in all the listings below.

The following are illustrative of the kinds of courses offered or required in the area of global education in several states. The fact that a state does not appear in this list does not mean that there are no requirements or offerings of global or international studies. A number of states make quite decentralized curriculum decisions so that statewide information is not available; many follow the typical program described above and may include intensive global studies content within that traditional scope and sequence.

Alabama: World Cultures in grades 6 & 7; World History and Contemporary World Problems among elective courses most frequently offered in grades 9-12.

Alaska: World/Global Studies among elective courses most frequently offered in grades 9-12.

Arkansas: All schools must provide one unit in World Cultures or World History and one unit of Global Studies, grades 9-12. World Geography among elective courses most frequently offered in grades 9-12. Current curriculum projects include course content guides with particular emphasis on Global Studies and Arkansas Studies.

California: World Cultures in grades 6 and 9-10. Study of political, economic, and social systems, grades 11-12.

Delaware: Introduction to major cultural areas of the world, grades 6-7. International Relations and Minority Studies among electives most frequently offered in grades 9-12.

Georgia: Grades 5-7 treated as a block for cultural area studies including Anglo-America, Africa, Europe, Middle East, Latin America, Asia, and Australia. One course in World History or World Geography required in grades 9-12.

Hawaii: Culture Studies and Global Education among current curriculum projects.

Idaho: Current World Problems among most frequently offered electives.

Indiana: Area studies recommended for grades 5-7. Cultural Area Studies most frequently offered elective courses in grades 9-12.

Iowa: State Code mandates attention in social studies courses to cultures of other peoples and nations.

(Continued)

APPENDIX D, *Continued*

Kansas: Current Events, Ethnic Studies, and Global Education among electives most frequently offered in grades 9-12.

Kentucky: One unit required in secondary school from list of electives in World Studies.

Maryland: Current curriculum projects include New Perspectives in Intergroup Education (Ethnic Studies), Citizenship Instruction Guide, Brazil Curriculum Project, and Maryland and Your World.

Minnesota: Secondary course in Contemporary World Problems. Elective courses most frequently offered in grades 9-12 include Women, Black, Indian, Ethnic Area Studies, Future, and Global Studies. Current curriculum projects include establishing a student developed video letters exchange between Minnesota schools and schools in other countries.

Missouri: Current curriculum projects include International Education.

Nebraska: Among electives modern problems courses with an International/Global Education orientation are becoming more important.

New Hampshire: Approved high schools must offer five units of social studies credit, three units to include the areas of economics, geography, and world history or global studies. General program objectives include increasing "awareness and concern for the ways that the world's people, resources, and environments are interrelated and interdependent."

New Mexico: Mandated exit competencies include knowledge of global history and the ability to analyze that history relative to economic, political, social, and cultural developments.

New York: Beginning in 1987, Global Studies will be required, with units on Latin America, Africa, and Asia in grade 9 and units on the Middle East and Europe in grade 10.

North Carolina: International Relations, Current Affairs, World History, World Geography, and World Cultures among electives most frequently offered in grades 9-12.

Oregon: One unit of Global Studies required in secondary school.

West Virginia: World Cultures I and II, grades 11 and 12.

Wisconsin: Global Connections, grade 7; World Studies, grade 9 or 10. Advanced Studies offered in grades 9-12 include Global Studies; Science, Technology and Society; Futuristic Studies; Minorities in American Society; and Environmental Issues.

District of Columbia: Elective courses most frequently offered include World Geography, Afro-American History, and World History.

Source: Drawn from *National Survey, Social Studies Education*. Sponsored by The Council of State Social Studies Specialists. Draft, November 1986. Our thanks to Thomas A. Elliott, Director of the Division of Humanities and Secondary Administration, Virginia Department of Education, for his assistance.

APPENDIX E

Materials Supporting the Four Themes

The following are just a few examples of a wide assortment of currently available materials. For extensive annotated listings, see *The Global Resource Book* and its annual updates, published by Global Perspectives in Education, Inc., New York.

SYSTEMS

Peggy Mastrude, *Teaching About Spaceship Earth: A Role-Playing Experience for the Middle Grades*. New York: Global Perspectives in Education, Inc., 1972.

Contact:

Global Perspectives in Education, Inc.
45 John Street, #1200
New York, NY 10038
(212) 732-8606

Anne M. Blackburn, et al. "Teaching About the Global Environment." *Social Education*, vol. 49, no. 3, Washington, D.C.: National Council for the Social Studies, 1985.

Contact:

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
(202) 966-7840

DEVELOPMENT OF CIVILIZATIONS

Robert B. Woyach, ed. *Bringing a Global Perspective to World History*, and *Bringing a Global Perspective to American History*, Columbus, OH: Mershon Center, Ohio State University, 1983.

Contact:

Richard Remy, Director
Citizenship Development Program
The Mershon Center
The Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681

Gary R. Smith. *Teaching About U.S. History: A Comparative Approach, Grades 6-12*. Denver, CO: Center for Teaching International Relations, University of Denver, 1979/1984.

Contact:

Barry Simmons, Director
Center for Teaching International Relations (CTIR)
University of Denver
Denver, CO 80208
(303) 871-2164

(Continued)

APPENDIX E, *Continued*

CULTURAL UNDERSTANDING

Julie Gehl and Rebecca Karl. *Two First Person Accounts of Intercultural Experience*. New York: AFS International/Intercultural Programs, 1984.

Contact:

AFS International/Intercultural Programs
313 East 43rd Street
New York, NY 10017
(212) 949-4242

MAKING PUBLIC POLICY

Tedd Levy. "Discussion Guide: Public Issues Program of the National Council for the Social Studies," Insert in *Social Education*, vol. 50, no. 6 (October 1986).

Contact:

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
(202) 966-7840

Robert B. Woyach. *Making Decisions: Our Global Connection*. Columbus, OH: Mershon Center, Ohio State University, 1980.

Contact:

Richard Remy, Director
Citizenship Development Program
The Mershon Center
The Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681

APPENDIX F

Curriculum Development Centers

The following are illustrative of the many centers, attached to universities, colleges, and other organizations that develop and disseminate curriculum modules for use in existing ourses. For a broad list, see *The New Global Yellow Pages*. New York: Global Perspectives in Education, Inc., 1986.

Association for Supervision and Curriculum Development
Jean Hall, Associate Director
225 North Washington Street
Alexandria, VA 22314
(703) 549-9100

Association of American Geographers
Robert Aangeenbrug, Executive Director
1710 Sixteenth Street, NW
Washington, DC 20009
(202) 234-1450

Center for American Studies
Louise Crane, Outreach Coordinator
1208 West California, Room 101
Urbana, IL 61801
(217) 333-6335

Center for Public Education in International Affairs
Steven Lamy, Director
University of Southern California
School of International Relations
VKC 328
Los Angeles, CA 90089-0043
(213) 743-4214 or 743-4254

Center for Teaching International Relations
Barry Simmons, Director
University of Denver
Graduate School of International Studies
Denver, CO 80208
(303) 871-3106 (programs)
(303) 871-2164 (publications)

Mershon Center
Richard C. Remy, Director
Citizenship Development Program
The Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681

(Continued)

APPENDIX F, *Continued*

National Resource Center for International Studies
Pat Emerson, Coordinator (1985-86)
303 Thomson Hall
University of Washington DR-05
Seattle, WA 98195
(206) 543-4800

New York State Education Department
Donald H. Bragaw, Chief
Bureau of Social Studies Education
Room 312, EB
89 Washington Avenue
Albany, NY 12234
(518) 474-5934 or (518) 474-5978

Social Studies Development Center
John Patrick, Director
Indiana University
2805 East 10th Street
Bloomington, IN 47405
(812) 337-3838

Stanford Program on International and Cross-Cultural Education (SPICE)
David L. Grossman, Director
Lou Henry Hoover Bldg., Room 200
Stanford University
Stanford, CA 94305-2319
(415) 723-1114

APPENDIX G

School/College/Community Partnerships

For a listing of partnerships that provide curriculum development as well as in-service education for teachers, see *The New Global Yellow Pages*, New York: Global Perspectives in Education, Inc., 1986. The following are for purposes of illustration. In addition, many of the organizations listed in Appendix E incorporate school and community partnerships in their programs of dissemination.

Arkansas International Center
Walter Nunn Director,
Arkansas Council for International Visitors
2801 South University
Little Rock, AR 72204
(501) 569-3282

Bay Area Global Education Program, consisting of Global Educators, the Stanford Program on International and Cross-Cultural Education, and the World Affairs Council of Northern California
Robert Freeman, President
Global Educators
P. O. Box 9976
Mills College
Oakland, CA 94613
(415) 430-9976

Center for Human Interdependence
Kenneth A. Tye
Barbara B. Tye
Co-Directors
114 Reeves Hall
Chapman College
Orange, CA 92666

Center for Public Education in International Affairs
Steven Lamy, Director
University of Southern California
School of International Relations
VKC 328
Los Angeles, CA 90089-0043
(213) 743-4214 or 743-4254

Global Awareness Program
Jan L. Tucker, Director
Florida International University
School of Education
Tamiami Campus
Miami, FL 33199
(305) 554-2664

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APPENDIX G, *Continued*

International Education Consortium
Dennis Lubeck, Director
6800 Wydown Blvd.
St. Louis, MO 63105
(314) 721-3255

International Studies Education Project of San Diego (ISTEP)
(Formally the LASER Project)
Elsie Begler, Director
Center for Latin American Studies
San Diego State University
San Diego, CA 92182

LINKS (Linking International Knowledge with Schools)
H. Thomas Collins, Co-Director
106 Stuart Hall
George Washington University
Washington, DC 20052
(202) 676-7543

New York and The World
Ellyn Berk, Director
Global Perspectives in Education, Inc.
45 John Street, Suite 1200
New York, NY 10038
(212) 932-8606

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